



Kentucky Department of
E D U C A T I O N

Kentucky Academic Standards (KAS) for Visual and Performing Arts At a Glance

The [Kentucky Academic Standards \(KAS\) for Visual and Performing Arts](#) were approved by the Kentucky Board of Education on June 6, 2024 and officially incorporated into law on October 15, 2024.

Focused highlights:

1. The **Writers' Vision** is stated on page 5 of the *KAS for Visual and Performing Arts*.
2. The **Architecture and Layout** provide a grade level view for each of the five arts disciplines (dance, media arts, music, theatre and visual arts) followed by a discipline-specific glossary for further clarification of standards language (beginning on page 18). Notable changes are detailed below:
 - a. **Landscape** format is used to increase the text box size and provide more information on each page.
 - b. A **Table of Contents** is provided on pages. i - iii and includes **Hyperlinked Navigational Text** to help move through the document and find desired information more quickly. Navigational text also appears in each page's footer to help identify placement in the document and supports readability and useability in the digital and printed format.
 - c. **Color-Coding** is used as an organizational tool by assigning a color to each of the four artistic processes, as explained on page 8, which creates a visual differentiation between each. The color-coding also supports navigation throughout the document by providing a visual cue.
 - d. The **Standards Layout** is explained in the Annotated Standards Chart Key on page 14 and includes sections detailed below:
 - i. **Identification Information** is now located in the top left corner of the page to highlight the discipline name, artistic process and process component. This tool allows each page's purpose to be easily identified and organizes the document for increased readability.
 - ii. **Foundational Information** was reorganized on the page which allowed the anchor standard, enduring understanding, essential question and key vocabulary to be more prominently placed and accessible. Moving this information to the top of the page highlights these components by allowing each page's purpose to be easily identified and organizes the document for increased readability. This supports and explains the identification information before transitioning to the in-depth view of the standards.
 - iii. **Key Vocabulary** terms are specific to their use in the standards and the artistic discipline. They are defined in the discipline-specific glossary and are not the only terms that may be used in instruction. Identified Key Vocabulary terms are identified within the Foundational Information box at the top of each standards layout.
 - iv. **Clarification Statements** are one or two sentences that provide examples or particular emphasis that can assist in further understanding the expectations of the standard. The provided disciplinary clarifications are suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards. Provided disciplinary clarifications are located underneath the standards information.

3. **Organization of the Standards:** Within the architecture, the performance standards place importance on achieving artistic literacy and engaging in the four artistic processes through the eleven anchor standards which are common across all five arts disciplines.
 - a. **Artistic Literacy:** Literacy of the arts includes speaking, listening, observing/viewing, reading, writing and creating practices that students use to access, understand, analyze and communicate their knowledge about all disciplines of the visual performing arts. See page 8.
 - b. **Artistic Processes:** *The KAS for Visual and Performing Arts* focuses on nurturing artistic literacy through student engagement in the four artistic processes of creating, performing/presenting/producing, responding and connecting. See pages 8 – 9.
 - c. **Anchor Standards:** The eleven anchor standards are a unifying element across the arts disciplines that describe the artistic literacy that students should demonstrate throughout their education. See pages 9-10.

4. **Grade Level Overviews** were added for kindergarten through high school. These provide a focus for visual and performing arts at grades K-8 as grade level standards, and at the high school in three proficiency levels: proficient, accomplished and advanced.
 - a. **Elementary Level – Grades K-5:** The visual and performing arts program at the primary level, grades K - 2, and intermediate level, grades 3-5, centers on an exploration of the arts disciplines of dance, media arts, music, theatre and visual arts. This exploration includes the beginning of arts literacy development, simple analysis and critique of the arts, and active sharing of their work with others. See page 11.
 - b. **Middle level – Grade 6-8:** The visual and performing arts program at the middle level provides a grounding in the arts so that students are able to communicate at a basic level in each of the arts disciplines of dance, media arts, music, theatre and visual arts. Emphasis should be placed on exposing students to a variety of arts through active experiences. See page 11.
 - c. **High School – Proficiency Levels:** The visual and performing arts program at the high school level allows students to specialize in one or more arts disciplines. Specialization enables students to study an arts discipline (dance, media arts, music, theatre or visual arts) in an in-depth manner and work toward achieving the more rigorous proficiency levels of accomplished or advanced in creating, performing and responding to their chosen arts discipline. Students choosing not to specialize in an arts discipline will move beyond the grounding in the arts achieved at the middle school level toward proficiency in the arts. See pages 11 - 12 for an in-depth explanation of the high school proficiency levels.

5. **Standards Coding:** Performance standards are coded to reflect the arts discipline, artistic process, anchor standard, process component and grade level or high school proficiency level. Music at the high school level contains three separate strands which are identified now as MU:C for Composition and Theory, MU:E for Traditional and Emerging Ensembles and MU:H for Harmonizing Instruments. In addition, the high school proficiency level indicator has been adjusted from a Roman Numeral indicator (I, II or III) to a shorthand indicator of the Proficiency level (Proficient as Prof., Accomplished as Acc. or Advanced as Adv.). This change provides clarity in reading the coding and in communicating the proficiency levels more clearly. Examples of standards coding for the *KAS for Visual and Performing Arts* can be found on pages 15 – 16.

6. **HS Music Strands:** Music now contains three high school strands. The strands of Traditional and Emerging Ensembles and Harmonizing Instruments now include an overview chart of middle school proficiency standards (Intermediate) which can be referenced by itinerate high school teachers providing these strands at the middle school level, or by middle school teachers who are able to provide these strands at their school.