

**Proposed South Dakota Fine Arts Standards Public Comment  
as of April 28, 2022**

Exhibit Number	First Name	Last Name	Which group do you represent?	Please use the space below to provide comments related to the newly revised South Dakota Fine Arts Standards. Please be specific about which standard you are referencing.	Action Taken
1	Dave	Sanderson	Higher Education	<p>6-8.Mu.Cn.11.2, HSn.Mu.Cn.11.2, HSn.Mu.Cn.11.2, &amp; HSa.Mu.Cn.11.2 should all read “_____ and demonstrate different roles...” instead of “_____ and demonstrate the different roles...” The inclusion of “the” changes the meaning to imply such roles are declarative and static, which they are not. The omission of “the” was intentional, and I say that as the author of the draft standard. Furthermore, 6-8.Mu.Cn.11.2 and HSn.Mu.Cn.11.2 are identical. The excel document from the working group, if intact and unaltered, should be considered the urtext of what the compromise within the working group was.</p>	<p>“The” was removed from the noted proposed standards.</p> <p>Regarding 6-8.Mu.Cn.11.2 and HSn.MU.Cn.11.2 being identical, the workgroup communicated this was intentional. The high school novice level is intended for class offerings for students with little to no relevant prior musical instruction or that are delivered to a mixed student population of both middle level (6-8) and high school (9-12) students. No action was taken. 11/5/21</p>
2	Liz	Kaan	K-12 Educator	<p>Anchor standards 4-6 in visual arts seem a little too specific to me. Why is it necessary to keep a portfolio at the elementary level? I do not have space to store them for an entire school or time to do this online. Not all our students have one on one access to technology devices. My students benefit by taking their projects home, reviewing steps, and discussing with their families as we complete them through the year. They are usually so proud of their creations and are anxious to take it home to show their family.</p> <p>Also, please consider schools that are having classroom teachers provide visual art education. Should talking about a curator, museum, etc. be as equally important as actually making art? Is visiting a museum something that all South Dakota children are able to do? Instead of a museum, could it be as simple as just sharing examples of various art? Also, could the art elements be something that gets utilized in each grade?</p> <p>I like what you have done with everything else and I feel that they are something that will be easy to use. Thank you!</p>	<p>No action taken based on workgroup feedback. 11/5/21</p>
3	Erin	McFarland	K-12 Educator	<p>I just want to comment on how nicely done the 6-8 Music Standards are. They are easily applicable to both ensemble classes and general music classes and are easy to understand, especially for teachers in their first few years of teaching music. Thank you for your work! I would consider adding back in this standard from the 2015 standards: 6-8.MUg.Re.7.2.b. I think that is important for middle school students to begin hearing elements of music and classifying them into a genre or time period. With this knowledge, students will be able to listen to music they have never heard before and make some inferences on the background of the music.</p>	<p>Proposed standards 6-8.MU.Re.7.2 was amended to include "genre, or culture." It now states: Describe how musical elements and expressive qualities, genre, or culture relate to structures of pieces. The term "genre" was added to the music glossary. 11/5/21</p>

4	Elise	Fowlkes	K-12 Educator	<p>The comments below are intended to give useful feedback :) Please feel free to contact me if you would like more specifics about this.</p> <p>HSp.VA.Cr.2.3 Collaboratively develop an installation, or space design. This is FAR too time consuming to implement. Depending on students' prior knowledge and experiences with specific materials and processes, this isn't realistic to expect of them—especially given the relatively short time-frame we have to work with them on foundational skills and knowledge of specific materials.</p> <p>HSp.VA.Cr.2.1 Use artistic investigation to choose from a range of materials and methods without having a preconceived plan. I feel strongly that this is not appropriate for all HS students, or all HS Art courses. It is unrealistic to expect students in specialized Art courses to have a solid foundational experience working with, and knowledge of, the specialized materials/ tools/software needed to do what this anchor standard asks. Students rarely come into a specialized course with the ability to “choose from a range of materials and methods...” They are still building foundational knowledge of the materials and methods. They are still figuring out (with guidance) what certain materials can, and cannot do. Students come in to specialized Art classes with limited—or in some cases, zero—prior experience working with the materials, tools, processes, (or software) specific to certain courses.</p> <p>Additionally, some materials require that students have a “preconceived plan” in order to create something. The type of material students are working with sometimes requires them to have a certain level of foresight and an end goal in mind to be successful. Clay is one example of a material that requires a preconceived plan (the plan might be minimal, but the material requires a plan).</p> <p>A short run-through of things students needs to consider—plan ahead for—when working with clay include: “Is the piece I’m going to create functional or purely decorative? How much clay do I need to prepare ahead of time for this piece? Will this be wheel-thrown, or hand-built? What other tools and materials do I need to gather ahead of time? What type of surface treatment, glaze, underglaze, etc. is appropriate for what I’m making? Who is going to use this piece?” The student might not put these plans down on paper, but a loosely defined plan is needed in order to create something (other than a mess) with the material.</p>	No action taken based on workgroup feedback. 11/5/21
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5	Tricia	Walker	K-12 Educator	It would be very helpful to include a strike-through document that compares the changes from one set of standards to the next. The ELA standards had such a document that was incredibly helpful in comparing the updates and changes, especially when it included rationale for the changes. It made it much easier to work with staff on revisions to our instruction when we could see where things were change and how they moved between grades.	A strike through document will be available following Board approval of the proposed standards this spring. 11/5/21
6	Monica	Pickard	Fine Arts Standards Workgroup Member	As a workgroup member, I would like to voice my concern regarding an element that we discussed but didn't have time to address. I was a table lead, and my group felt it was vitally important to include information regarding copyrights, pirating, licenses, fair use, public domain, royalties, and laws governing the use of intellectual and tangible property. Many of us in the Fine Arts are performers, artists, composers, and arrangers ourselves, and we understand the difference between using material in schools for educational purposes versus in the public. However, too many students are unaware that they can't claim someone else's work as their own, profit from someone else's work, change it, use it, or broadcast it without explicit permission from the owner of the work, or an agency representing the owner. We felt this was best addressed at the high school level. We didn't feel that waiting until the next cycle of revisions in six years was serving the students of South Dakota very well. My group would like to see this added to all five strands of the Fine Arts Standards as early as possible.	Based on workgroup feedback, DA.Cr.2.3 and TH.Cr.2.3. for both middle and high school, were added to the proposed standards. 1/21/22
7	Cory	Knedler	Higher Education	On page 70 of the Fine Arts Content Standards, they have the subject listed as DA instead of VA for the Visual Arts example. <a href="https://doe.sd.gov/contentstandards/documents/FA-ProposedStandard.pdf">https://doe.sd.gov/contentstandards/documents/FA-ProposedStandard.pdf</a>	"DA" was changed to "VA" to correctly indicate a Visual Arts standard. 11/5/21
8	Angela	Shimitz	K-12 Educator	I really like these standards. I think the creating element of the standards is more clear and applicable. I think performing, presenting and producing is good except I'm not sure about the element with kindergarten. I think choosing work for a portfolio may be beyond their comprehension or something I would do in class. I think the rest looks good.	No action taken based on workgroup feedback. 4/28/22
9	Katie	Olson	K-12 Educator	While the standard HSp.VA.Cr.2.1 closely matches one of the national visual art standards, I think the part about making art "without a preconceived plan" should be revised. This is difficult to implement and even more difficult to assess. Having an entire standard about not having any sort of a plan ahead of time before creating art means that I don't typically include the standard for more than one project and feel it doesn't prepare students to communicate through their art. I am open to other ideas of what this standard could look like or emphasize.	No action taken based on workgroup feedback. 4/28/22