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Arts Proficiency-Based Graduation Hierarchy

Introduction

The exemplar Proficiency-Based Graduation Requirement (PBGR) Hierarchies support equity by providing a cohesive and coordinated vision of student-centered learning across Vermont schools. The hierarchies serve as a foundation for the implementation of standards adopted by the Vermont State Board of Education, Local Comprehensive Assessment Systems, flexible pathways, and personalized learning plans. The Agency of Education recognizes the considerable time and effort that educators and other stakeholders across the state have already put forth developing proficiency-based learning systems and this work is intended to serve as a resource for SU/SDs to consider as they reflect on the key concepts and skills that students should develop within each content area. It is important to note that while there is a separate hierarchy for each disciplinary content area, the hierarchies work together to support student proficiency in those attributes described in a Vermont Portrait of a Graduate (PoG).

The Hierarchy Development Process

The first step in the process of developing PBGR Hierarchies involved the creation of content area PoGs. The Vermont Agency of Education (AOE) did this by reading the Vermont PoG through a content lens, comparing the PoG indicators with national content standards, and identifying those indicators that could best be addressed within that content area (e.g., A Vermont Portrait of a Graduate through the lens of Social Studies). The AOE integrated these content area PoGs, State board-approved national standards, and other research to define what it means to be literate within each disciplinary content area. Each literacy statement was pared down to its essential elements, resulting in one PBGR for each content area. Once the PBGR was developed, the AOE identified the Critical Proficiencies (CPs) that would support the teaching and learning related to that PBGR. The AOE developed Priority Performance Indicators (PPIs) for each CP, based on national standards, research, and input from the field. While the PPIs will be formally assessed to develop evidence of student proficiency, all standards have a place in the curriculum and in student learning. Throughout this process, attention was also given to how transferable skills could be interwoven throughout each PBGR Hierarchy. The construction of these hierarchies was an iterative process, taking on many different stages with educator feedback and internal review being essential components of that process.

Proficiency-Based Graduation Hierarchy Development Process for Arts

In 2014, the National Core Arts Standards (NCAS)s were introduced by the National Coalition for the Core Arts Standards (NCCAS). These standards are conceptual in nature and are designed around artistic processes, providing a solid foundation to foster literacy in Dance, Media Arts, Music, Theatre, and Visual Arts. The development of the Arts PBGR Hierarchy stemmed from the NCAS, serving as a representation of all art disciplines under one comprehensive umbrella.

The Critical Proficiencies within the Arts PBGR Hierarchy are directly derived from the NCAS artistic processes, maintaining uniformity in their description across all arts disciplines. Similarly, the Priority Performance Indicators are taken from the NCAS Anchor Standards, which are deemed essential in supporting artistic literacy upon graduation.

The primary objective of the Arts PBGR Hierarchy is to integrate all arts disciplines cohesively. To achieve this, verbs from the identified Anchor Standards were drawn from the Enduring Understandings present in all art disciplines. These verbs were thoughtfully refined to construct coherent sentences that honored the original intent of each Anchor Standard in the arts.

Given that the Arts PBGR Hierarchy represents all arts disciplines, it is crucial for educators specializing in each art form to devise a customized roadmap. They should utilize content-specific NCAS Performance Indicators to delineate how students can achieve the necessary artistic literacy required for graduation. This individualized approach ensures a well-rounded and meaningful educational experience for students across the arts spectrum. The Agency of Education will provide additional guidance and support on how to do this work in the future.

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Artistic Literacy PBGR

The artistically literate individual understands and appreciates various forms of art, analyzes and interprets art, and expresses oneself creatively, while recognizing the historical, cultural, and social context in which art is created. The learner authentically uses a variety of artistic and expressive media, symbolism, and metaphors to communicate their own ideas and to respond to artistic communications of others.

Critical Proficiency	Critical Proficiency	Critical Proficiency	Critical Proficiency
Create	**Present/ Perform/Produce**	**Respond**	**Connect**
Generate, conceptualize, organize, develop, refine, and complete artistic ideas and work.	Develop, refine, and convey meaning through artistic work.	Perceive, analyze, interpret intent and meaning, and apply student criteria to evaluate artistic work.	Synthesize and relate knowledge; personal experiences; and societal, cultural, and historic contexts to make and deepen understanding of art.

Priority Performance Indicators	Priority Performance Indicators	Priority Performance Indicator	Priority Performance Indicator
Generate and Conceptualize Students generate and transform concepts into artistic expression through the use of the creative process. (Anchor Standard 1)	**Develop and Refine for Presentation** Students analyze, evaluate, refine, consider new ideas, and problem solve to produce artistic work for presentation. (Anchor Standard 5)	**Perceive and Analyze** Students demonstrate understanding of purpose and meaning in artistic work through cultural awareness of self, others, and awareness of the natural world and constructed environments. (Anchor Standard 7)	**Synthesize and Relate** Students integrate and evaluate their ideas, knowledge, and cultural, and societal experiences to influence their artistic process of creating, presenting, performing, producing, and responding to making art. (Anchor Standard 10)
Organize, Develop, and Complete Students plan, organize, and develop ideas into artistic expression by using different materials, concepts, and/or media to complete a final piece. (Anchor Standards 2 and 3)	**Convey Meaning Through Presentation** Students purposefully share artistic work that cultivates appreciation and understanding of the human experience through social, cultural, or political experiences. An emphasis on meaning around the relationship between viewer and artist is woven throughout a presentation. (Anchor Standard 6)		