



219 North Main Street, Suite 402
Barre, VT 05641 (p) 802-479-1030 | (f) 802-479-1835

How to Use the Vermont Arts Learning Target Bank

Why have the National Core Arts Standards Performance Standards been used?

The National Core Arts Standards are the Vermont State Board adopted student learning standards for the arts. Standards-aligned tools help to provide equitable access and opportunities for Vermont's students, because all students are being held to the same rigorous expectations in the arts. The Performance Standards have been utilized for two reasons: they are mapped out grade-by-grade and they are discipline-specific. The NCAS Anchor Standards may feel like an obvious choice, however, the Anchor Standards are the same PreK-Advanced high school and for all five of the arts disciplines. In using the Performance Standards, the proper level of rigor is employed for every age and the unique characteristics of each of the arts disciplines is honored.

There are a lot of learning targets included in the bank, do I need to use them all?

The short answer is no. The learning target bank is intended to be used as a resource for teachers to inform their practice. They can be adapted at will. These are not a required component of NCAS.

Can you describe the unpacking process?

1. Select a Performance Standard from NCAS. Take note of the Artistic Process and the Anchor Standard that it falls within.
2. "Unpack" or analyze the Performance Standard. First, identify the verbs or what students need to be able to do. Then identify the nouns, or what students need to know. The purpose of this step is to get the reader to look at the language closely and pick apart exactly what the expectation is for the student.
3. Translate the performance standard into student friendly language. 'I can...' statements have been utilized in this resource because they are a familiar format and automatically put the writer in the shoes of the student.

Why common or shared learning targets?

Shared learning targets:

- Serve as a component of an aligned K-12 arts curriculum;
- Allow for individual, team, and school autonomy;
- Allow arts teachers to calibrate, which leads to more efficient and effective instruction;
- Allow us to look at data across schools, as a district;
- Help to promote equity and access to arts education; and
- Encourage sharing of ideas, activities, assessments, and instructional strategies.

Can you give me an example of the learning targets in a proficiency scale?

The learning target in the 'Proficient' column is from the learning target bank. The targets used for Beginning, Developing, and Expanding are created at the local level.

Dance, High School Proficient Level				
Proficiency: Create				
Cr1: Generate and conceptualize artistic ideas and work.				
Performance Indicator	Beginning	Developing	Proficient	Expanding
DA:Cr1.1.HS1a Experiment with elements of dance and a variety of stimuli to create work (choreographed or improvised) by exploring personal movement preferences and strengths to challenge skills.	I can, with assistance, use the elements of dance.	I can demonstrate use of the elements of dance.	I can experiment with elements of dance and a variety of stimuli to create work and generate ideas. I can use multiple strategies to create movement.	I can explore personal movement preferences and strengths to challenge skills.

What does 'task-neutral' mean?

Task-neutral learning targets are exactly what they sound like-- the are learning targets that can be used during any activity, assignment, or assessment because they focus on skills, not on vocabulary, media, instrument, style, text, etc. Any technical skills and arts knowledge can be matched up with the artistic literacy skills that the task-neutral learning targets address.

Arriving at the proper grain size was important for the learning targets included in this bank. Too general and they would not be useful for instruction and assessment. Too specific and they would not have the versatility to function from one classroom to another. Shared learning targets can be a useful piece of a K-12 aligned curriculum. Additionally, if they are too specific then they are not flexible across contexts such as when a student is pursuing a flexible pathway. Task-neutral learning targets can be used as a template for writing task-specific learning targets, or learning targets that are used for a specific activity, assignment, lesson, or assessment. it is as easy as swapping out the word 'artist' with a specific name or group such as 'Romare Bearden' or 'Artists of the Harlem Renaissance.'

How can these learning targets be used to create a rubric for an activity?

The table below illustrates the relationship between arts proficiencies, NCAS, [transferable skills](#), learning targets from the bank, and learning targets from the bank that have been tailored to an activity-- moving from the largest grain size to smallest from left to right. The column labeled '8th Grade Learning Targets' are learning targets from the Vermont Arts Learning Target Bank. The 'Task-Specific Learning Targets' in the final column are generated by the art teacher running the activity. Task-Specific learning targets can also be co-designed with students or created by students.

Many of the goals in the National Core Arts Standards and the Vermont sample Transferable Skills are overlapping. Even though the learning targets in this bank have been created using NCAS, they can be used to instruct and assess the transferable skills as well. This strategy helps to cut down on the sheer number of learning targets in an assignment and reduce redundancies.

Activity Statement: Students will view artwork from [David Bowie's personal collection](#) and analyze the work to collect information and gather insight about who the icon was as a person. Then, students will curate an imagined personal collection of artwork from existing images found in online galleries, virtual museums, and from personal sources. Contact emily.titterton@vermont.gov for the full lesson plan and resources list.

Art Proficiency: Present			
Transferable Skill: Practical Problem-Solving			
Transferable Skill Performance Indicator	NCAS Performance Indicator	8th Grade Learning Target	Task-Specific Learning Targets
Analyze, evaluate, and synthesize evidence, arguments, claims, and beliefs. (D)	Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences. (VA:Pr6.1.8)	I can analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.	I can analyze David Bowie's personal art collection and draw conclusions about his ideas, beliefs, and experiences. I can curate a personal collection of artwork that is reflective of ideas, beliefs, and experiences.
Art Proficiency: Respond			
Transferable Skill: Clear and Effective Communication			
Transferable Skill Performance Indicator	NCAS Performance Indicator	8th Grade Learning Target	Task-Specific Learning Targets
Use evidence and logic appropriately in communication. (B)	Explain how aesthetic choices are influenced by culture and environment, and its subsequent impact on viewers. (VA:Re7.1.8)	I can explain how aesthetic/artistic choices are influenced by culture and environment. I can explain the impact that artistic choices have on viewers.	I can explain the ways in which David Bowie's aesthetic choices are influenced by his culture, environment, and passions. I can use evidence to explain the conclusions that I make about Bowie based upon his choices of artwork.
	Interpret the meaning and mood of art by analyzing technical and aesthetic choices. (VA:Re7.2.8)	I can compare and contrast the ways in which images influence ideas, emotions, and actions.	I can compare and contrast artwork from personal and online galleries to explore the ways in which images influence my ideas, emotions, and actions.

What does the bank look like?

As stated previously, the bank contains learning targets for all available grade levels between Kindergarten and advanced high school for all 5 arts disciplines. There will be one document for each level and one master document for each arts discipline.

Below is an excerpt from the Visual Art 2nd Grade Learning Targets document. Across the top of the table is the proficiency or artistic process. In the next row is the Anchor Standard. The Performance Indicators are sourced from the NCAS Performance Standards. The coding from the standards is included so that performance indicators and learning targets can be drawn back to the source which is helpful during standards-based and proficiency-based instruction, assessment, and reporting. The learning targets are contained in the right-hand column.

Perform (Pr)	
Pr5- Develop and refine artistic techniques and work for presentation.	
<u>Performance Indicator:</u> Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performers, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform. (MU:Pr5.1.8)	<u>Learning Target:</u> I can identify and apply personally-developed criteria to rehearse, refine, and determine when the music is ready to perform.

Resources used to develop the learning target bank:

- [National Core Arts Standards](#)
- [Conceptual Framework for the National Core Arts Standards](#)
- [Sample Proficiency-Based Graduation Requirements with Performance Indicators](#)
- [Model Cornerstone Assessments](#) (bottom of NCAS webpage)

Contact emily.titterton@vermont.gov with questions or to get involved.