

# The Vermont Framework for Proficiency: Artistic Literacy

## Purpose

The literacy statement in this document was used to create an overarching Proficiency-Based Graduation Requirement for Artistic Literacy that guided the development of Critical Proficiencies and Priority Performance Indicators. Through current field research and experience in teaching the arts the literacy statement was finalized for the purpose of this document.

## Artistic Literacy

The National Coalition for Core Arts Standards (NCCAS) defines artistic literacy as follows:

Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language(s) of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts (NCCAS, [2014](#), p. 17).

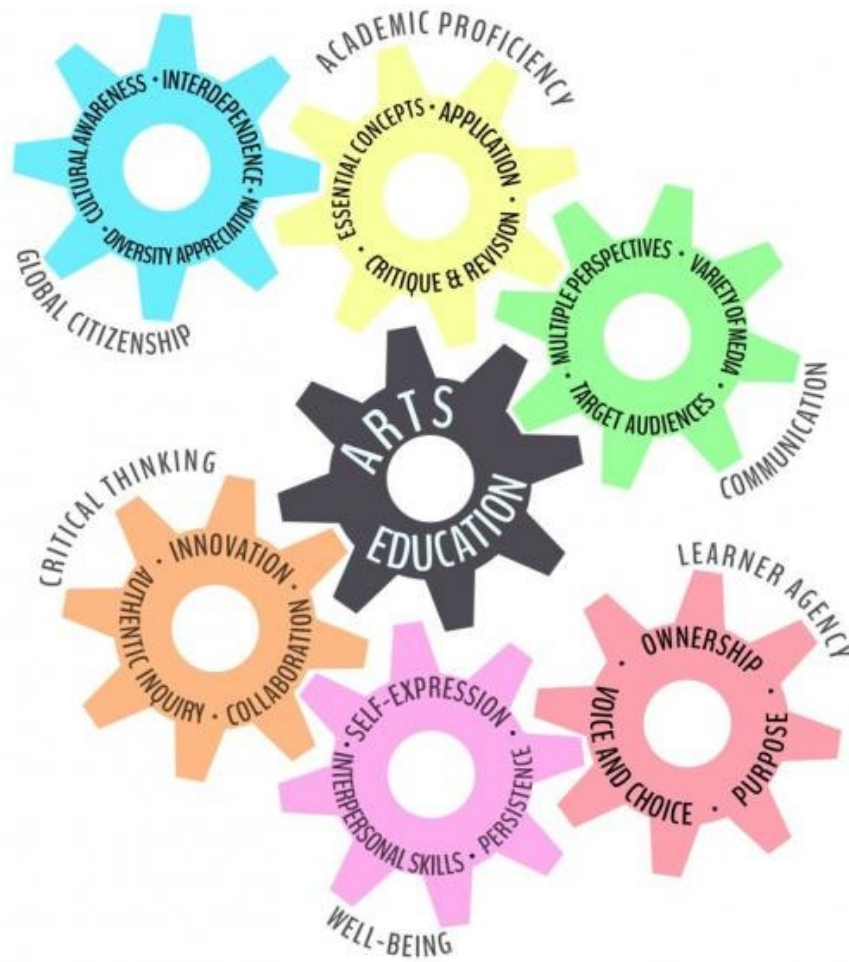
Artistic literacy refers to an individual's understanding and appreciation of various forms of art, including visual arts, performing arts, and literary arts. It encompasses the ability to analyze, interpret, and evaluate art, as well as to create and express oneself through artistic means. It also involves understanding the elements and principles of art, such as color, line, shape, form, space, rhythm, movement, balance, contrast, and composition as well as recognizing the historical, cultural, and social contexts under which the art was created. These skills are represented in the NCAS domains of create, perform/present/produce, respond, and connect.

Artistic literacy goes beyond simply appreciating art for its aesthetic value, but also includes critical thinking, creativity, and expression. It deliberates how art communicates ideas, emotions, and messages, and how it reflects and shapes society, culture, and individual experiences. Artistic literacy can be developed through formal education, exposure to various forms of art, and personal exploration and experimentation with artistic techniques and mediums.

## Contact Information:

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## Visual and Performing Arts Connections to the Vermont Portrait of a Graduate

The visual and performing arts can serve as a pedagogical tool for supporting the performance indicators in the [Vermont Portrait of a Graduate](#). Embedded in the Portrait are key concepts explorable through the arts. Whether districts have developed their own Portraits or are using the Vermont Portrait as a framework, arts education can be a source of guidance for intentionally and meaningfully focusing on the attributes in school settings. Information on how NCAS-aligned arts curricula can guide a Portrait of a Graduate can be found here:

The arts support global citizenship by fostering interdependence, diversity appreciation, and cultural awareness. They support academic proficiency by teaching skills on essential concepts, application, and revision. They support communication by focusing on students' perspectives, non-verbal strategies, and a variety of media. The arts support critical thinking through collaboration, authentic inquiry, and innovation. They support well-being through self-expression, persistence, and interpersonal skills. Lastly, they support learner agency by offering voice and choice, ownership, and high expectations.

- [Arts Education: A Path to a Portrait of a Graduate](#)