# Visual Arts – Sample Proficiency-Based Graduation Requirements and Performance Indicators

## Vermont Content Area Graduation Proficiencies and Performance Indicators:

- Are required by Section 2120.8 of the Education Quality Standards
- Reflect existing learning standards required by the Vermont State Board of Education, under the VT Framework of Standards (CCSS, NGSS, and GEs)
- Are designed to be used in conjunction with the Vermont Transferable Skill Graduation Proficiencies, which outline students' desired skills and habits across content areas
- Include three sets of performance indicators differentiated by grade cluster – Elementary, Middle, and High School
- Serve as benchmarks of learning progression for elementary and middle school

## This document is designed to:

- Assist Vermont Schools and Districts (SU/SDs) and schools in developing learning requirements and expectations for their students
- Promote consistency across schools and districts/SUs for transfer students
- Increase personalization and flexibility for instruction and learning
- Help build curriculum and steer assessment development
- Support formative assessment practices, including Performance Assessments
- Simultaneously provide data and insight into achievement when aligned with the transferable skills
- Support student achievement of the expected content standards

**Spotlight on Equity:** The Spotlight on Equity provides a list of considerations for the purpose of providing an equity literate and socially conscious lens to the teaching and learning of the visual arts, as well as to recognize the historic exclusion and marginalization of groups and communities. When grade-level appropriate, educators may use these topics and concepts to critically engage students in socially relevant and culturally responsive art education. The considerations are not a complete list, but rather a starting point on which to base equitable arts experiences; supplemental resources [include link] can be found on the AOE Visual and Performing Arts webpage.

## Contact Information:

If you have questions about this document or would like additional information please contact:

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| Graduation Proficiencies | Performance Indicators— Elementary School | Performance Indicators—Middle School | Performance Indicators—High School |
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| **1. CREATE**<br><br>**Spotlight on Equity**<br><br>**Critical Elements and Pedagogical Considerations:**<br>• Access to materials<br>• Learning design around non-traditional processes and products<br>• Culturally sustaining pedagogy<br>• Real-world and personal relevance<br><br>**Thematic Content Considerations:**<br>• Self-perceptions<br>• Identifying emotions<br>• Multiple perspectives<br>• Goal setting<br>• Student-developed evaluation criteria | VA:Cr1.1.5<br>Combine ideas to generate an innovative idea for art-making.<br><br>VA:Cr1.2.5 & VA:Cr2.3.5<br>Name, identify, and/or describe areas within artwork that hold personal meaning.<br><br>VA:Cr2.1.5<br>Experiment and develop skills in multiple art-making techniques and approaches through practice.<br><br>A:Cr2.2.5<br>Demonstrate control of the media through care for and use of materials, tools, and equipment.<br><br>VA:Cr3.1.5<br>Create artist statements using art vocabulary to describe personal choices in art-making. | VA:Cr1.1.8 & VA:Cr2.1.8<br>Document the creative process to demonstrate willingness to experiment, innovate, and take risks in the pursuit of ideas, art forms, and meaning in art.<br><br>VA:Cr1.2.8<br>Collaboratively shape an artistic investigation of contemporary issues using contemporary artistic practice.<br><br>VA:Cr2.2.8<br>Demonstrate awareness of ethical and responsible practices in creating art.<br><br>VA:Cr2.3.8<br>Select, organize, and design images and words to make clear, compelling, and meaningful artistic presentations.<br><br>VA:Cr3.1.8<br>Revise artwork based on analysis of relevant criteria. | VA:Cr1.1.HSI & VA:Cr2.1.HSI<br>Use multiple approaches to begin creating, such as: planning, exploration, independent and/or collaborative work.<br><br>VA:Cr1.2.HSI<br>Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.<br><br>VA:Cr2.2.HSI<br>Demonstrate safe handling of materials, tools, and equipment, and explain how traditional and non-traditional materials may impact human health and the environment.<br><br>VA:Cr2.3.HSI<br>Collaboratively develop and/or execute a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.<br><br>VA:Cr3.1.HSI<br>Plan revisions based on criteria from contemporary and/or traditional cultural contexts. |

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| **2. PRESENT** <br><br> **Spotlight on Equity** <br><br> **Critical Concepts and Pedagogical Considerations:** <br> • Sociopolitical consciousness <br> • Access to exhibits <br> • Access to resources <br> • Representation <br><br> **Thematic Content Considerations:** <br> • Social engagement <br> • Appreciating diversity <br> • Communication <br> • Target audience | VA:Pr4.1.5 <br> a. Understand the roles and responsibilities of a curator. <br><br> b. Explain the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork. <br><br> VA:Pr5.1.5 <br> a. Develop a logical argument for selecting materials that are safe and effective. <br><br> b. Develop a logical argument for the use of techniques in preparation for presenting artwork. <br><br> VA:Pr6.1.5 <br> Observe evidence about how an exhibition presents ideas and provides information about a specific concept or topic. | VA:Pr4.1.8 <br> Develop and apply criteria for evaluating a collection of artwork for presentation. <br><br> VA:Pr5.1.8 <br> Collaboratively prepare and present theme-based artwork for display, and develop exhibition. <br><br> VA:Pr6.1.8 <br> Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences. | VA:Pr4.1.HSI <br> Analyze, select and curate artworks for exhibition or revision (i.e., as personal artwork, group shows and/or artistic collections). <br><br> VA:Pr5.1.HSI <br> Analyze and evaluate the reasons and ways an exhibition is presented. <br><br> VA:Pr6.1.HSI <br> a. Explain and justify one's own personal intent and the impact that social, cultural, or political beliefs and understandings has on defining one's artwork. <br><br> b. Analyze and describe the impact artwork has on the viewer based on personal connections to social, cultural or political beliefs and understandings. |

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| **3. RESPOND**<br><br>**Spotlight on Equity**<br><br>**Critical Concepts and Pedagogical Considerations:**<br><br>• Visual impairment<br>• Cultural perspectives<br>• Cultural expectations<br>• Sensory perceptions<br><br>**Thematic Content Considerations:**<br><br>• Empathy<br>• Representation<br>• Cultural Evaluation | VA:Re7.1.5<br>Compare one's own interpretation of an artwork with the interpretation of others.<br><br>VA:Re7.2.5<br>Investigate cultural associations suggested by visual imagery.<br><br>VA:Re8.1.5<br>Find ideas, mood, and/or meaning in artwork by looking at one or more of the following aesthetic choices:<br><br>a. Form and structure<br>b. Contextual information<br>c. Subject matter<br>d. Visual elements<br>e. Use of media<br><br>VA:Re9.1.5<br>Recognize different ways to evaluate works of art (i.e., styles, genres, and media as well as historical and cultural contexts). | VA:Re7.1.8<br>Explain how aesthetic choices are influenced by culture and environment, and its subsequent impact on viewers.<br><br>VA:Re7.2.8<br>Compare and contrast images that influence ideas, emotions, and actions.<br><br>VA:Re8.1.8<br>Interpret the meaning and mood of art by analyzing technical and aesthetic choices.<br><br>VA:Re9.1.8<br>Create a convincing and logical argument to support an evaluation of art. | VA:Re7.1.HSI<br>Hypothesize ways in which art influences perception and understanding of human experiences.<br><br>VA:Re7.2.HSI<br>Analyze how one's understanding of the world is affected by experiencing visual imagery.<br><br>VA:Re8.1.HSI<br>Interpret an artwork or collection of works, supported by relevant evidence found in the work and its various contexts.<br><br>VA:Re9.1.HSI<br><br>Establish relevant criteria in order to evaluate a work of art or collection of works. |

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| **4. CONNECT**<br><br>**Spotlight on Equity**<br><br>**Critical Concepts and Pedagogical Considerations:**<br><br>• Multiple modalities<br>• Culturally relevant, responsive, and sustaining learning<br>• Appropriation versus appreciation<br>• Censorship and freedom of expression<br><br>**Thematic Content Considerations:**<br><br>• Community<br>• Social Justice<br>• Social Engagement<br>• Agency<br>• Intersectionality | VA:Cn10.1.5<br>Effectively use visual art vocabulary (formal and conceptual) to view surroundings in new ways and apply to art-making.<br><br>VA:Cn11.1.5<br>Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society. | VA:Cn10.1.8<br>Reflect on the ways collaborative art can positively affect group identity.<br><br>VA:Cn11.1.8<br>Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. | VA:Cn10.1.HSI<br>Document the process of developing ideas from early stages to fully elaborated ideas.<br><br>VA:Cn11.1.HSI<br>Describe how knowledge of culture, traditions, and history may influence personal responses to art. |

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