

Art

Graduation Proficiencies

(Performance Indicators/Scoring Criteria)

Proficiency-Based Graduation Requirements (PBGRs) are the locally-delineated set of content knowledge and skills connected to state standards that, when supplemented with any additional locally-developed requirements, have been determined to qualify a student for earning a high school diploma. Vermont's [Education Quality Standards \(EQS\)](#) require that schools' graduation requirements be rooted in demonstrations of student proficiency, as opposed to time spent in classrooms. This requirement will take effect in Vermont beginning with the graduating class of 2020.

Graduation Proficiency #1- 1. Create Visual Art

Students will interact, practice, and create with objects, places, and design.

Elementary K-2

Performance Indicators:

- a. Experiment with various materials and tools to explore personal interests in a work of art or design.VA:Cr2.1.2a
- b. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.VA:Cr2.2.2a
- c. Repurpose objects to make something new. VA:Cr2.3.2a
- d. Recognize some of the qualities of well-crafted, polished, and functional art work.
- e. Recognize how art can express emotions and communicate personal experiences and ideas.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Experiment with various materials and tools to explore personal interests in a work of art or design. (VA:Cr2.1.2a)	Students (I) can use a variety of artmaking tools	Students (I) can through experimentation, build skills in various media and approaches to artmaking.	Students (I) can explore uses of materials and tools to create works of art or design.	Create personally satisfying artwork using a variety of artistic processes and materials.
b. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. (VA:Cr2.2.2a)	Students (I) can share materials with others.	Students (I) can identify safe and non-toxic art materials, tools, and equipment.	Students (I) can demonstrate safe and proper procedures for using materials, tools, and equipment while making art.	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.
c. Repurpose objects to make something new. (VA:Cr2.3.2a)	Students (I) can create and tell about art that communicates a story about a familiar place or object.	Students (I) can create art that represents natural and constructed environments.	Students (I) can identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.
d. Create well-crafted and functional art.	Students (I) can identify well-crafted pieces of art.	Students (I) can practice creating a well-crafted piece of art.	Students (I) can create a well-crafted piece of art.	Students (I) can create a well crafted piece of art, that is

				also polished, functional or inventive.
e. Recognize how art can express emotions and communicate personal experiences and ideas.	Students (I) can identify how art can express emotions and communicate personal experiences and ideas.	Students (I) can practice how art can express emotions and communicate personal experiences and ideas.	Students (I) can create art that expresses emotions and communicates personal experiences and ideas.	Students (I) can create purposeful art that expresses emotions and communicates personal experiences and ideas.

Graduation Proficiency #1- Create Visual Art				
Students will experiment, reflect, and practice creating artistic work.				
Elementary 3-5				
Performance Indicators:				
<ul style="list-style-type: none"> a. Combine ideas to generate an innovative idea for art-making. VA:Cr1.1.5a: b. Experiment and develop skills in multiple art-making techniques and approaches through practice. c. Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment. d. Create artist statements using art vocabulary to describe personal choices in artmaking. e. Create artwork that expresses an emotion or communicates personal experiences and ideas. 				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Combine ideas to generate an innovative idea for art-making. (VA:Cr1.1.5a)	Brainstorm collaboratively multiple approaches to an art or design problem.	Elaborate on an imaginative idea.	Brainstorm multiple approaches to a creative art or design problem.	Combine concepts collaboratively to generate innovative ideas for creating art.

b. Experiment and develop skills in multiple art-making techniques and approaches through practice. (VA:Cr2.1.5a)	Experiment with various materials and tools to explore personal interests in a work of art or design.	Create personally satisfying artwork using a variety of artistic processes and materials.	Explore and invent art-making techniques and approaches.	Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
c. Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment. (VA:Cr2.2.5a)	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.	When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.	Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.
d. Create artist statements using art vocabulary to describe personal choices in artmaking. (VA:Cr3.1.5a)	Discuss and reflect with peers about choices made in creating artwork.	Elaborate visual information by adding details in an artwork to enhance emerging meaning.	Revise artwork in progress on the basis of insights gained through peer discussion.	Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
e. Recognize how art can express emotions and communicate personal experiences and ideas.	Students (I) can identify how art can express emotions and communicate personal experiences and ideas.	Students (I) can practice how art can express emotions and communicate personal experiences and ideas.	Students (I) can create art that expresses emotions and communicates personal experiences and ideas.	Students (I) can create purposeful art that expresses emotions and communicates personal experiences and ideas.

Graduation Proficiency #1- Create Visual Art
Students will organize, experiment, create, and rework art through the use of constructive critique.

Middle School 6-8

Performance Indicators:

- a. VA:Cr1.1.7a: Apply methods to overcome creative blocks.
- b. VA:Cr1.2.7a: Develop criteria to guide making a work of art or design to meet an identified goal.
- c. VA:Cr2.1.7a: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
- d. VA:Cr2.2.6a: Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.
- e. VA:Cr2.3.8a: Select, organize, and design images and words to make visually clear and compelling presentations.
- f. VA:Cr3.1.8a: Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Apply methods to overcome creative blocks. (VA:Cr1.1.7a)	Elaborate on an imaginative idea	Combine ideas to generate an innovative idea for art-making.	Combine concepts collaboratively to generate innovative ideas for creating art.	Document early stages of the creative process visually and/or verbally in traditional or new media
b. Develop criteria to guide making a work of art or design to meet an identified goal. (VA:Cr1.2.7a)	Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.	Formulate an artistic investigation of personally relevant content for creating art.	Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.
c. Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. (VA:Cr2.1.7a)	Create personally satisfying artwork using a variety of artistic processes and materials.	Experiment and develop skills in multiple art-making techniques and approaches through practice.	Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.	Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.
d. Explain environmental implications of conservation, care, and	Demonstrate safe procedures for using and cleaning art tools,	When making works of art, utilize and care for materials, tools, and	Demonstrate awareness of ethical responsibility to oneself and others when	Demonstrate awareness of practices, issues, and ethics of appropriation, fair use,

clean-up of art materials, tools, and equipment. (VA:Cr2.2.6a)	equipment, and studio spaces.	equipment in a manner that prevents danger to oneself and others.	posting and sharing images and other materials through the Internet, social media, and other communication formats.	copyright, open source, and creative commons as they apply to creating works of art and design.
e. Select, organize, and design images and words to make visually clear and compelling presentations. (VA:Cr2.3.8a)	Repurpose objects to make something new.	Document, describe, and represent regional constructed environments.	Design or redesign objects, places, or systems that meet the identified needs of diverse users.	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
f. Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. (VA:Cr3.1.8a)	Create artist statements using art vocabulary to describe personal choices in artmaking	Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	Reflect on and explain important information about personal artwork in an artist statement or another format.	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Graduation Proficiency #1- 1. Create Visual Art Students will conceive and develop new artistic ideas and work by generating, conceptualizing, organizing, developing, refining, and completing artistic work.
High School 9-12
Performance Indicators: <ol style="list-style-type: none"> a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. VA:Cr1.2.11a b. Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. VA:Cr2.2.1a c. Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.VA:Cr3.1.11a

- d. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. (Advanced) VA:Cr2.1.IIIa
- e. (Media Arts) Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes. MA:Cr1.1.I
- f. (Media Arts) Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context. MA:Cr2.1.I

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. VA:Cr1.2.IIa	Develop criteria to guide making a work of art or design to meet an identified goal.	Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
b. Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. VA:Cr2.2.Ia	Demonstrate awareness of ethical responsibility to oneself and others when using art materials safely, and appropriately, including posting and sharing images and other materials through the Internet, social media, and other communication formats.	Demonstrate awareness of practices, issues, and ethics of using art materials safely, and appropriately, including appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment, as well as appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.	Demonstrate awareness of ethical implications of making and distributing creative work, and the understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
c. Engage in constructive critique	Reflect on and explain important information about	Apply relevant criteria to examine, reflect on,	Engage in constructive critique with peers, then	Reflect on, reengage, revise, and refine works of

<p>with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.VA:Cr3.1.IIa</p>	<p>personal artwork in an artist statement or another format.</p>	<p>and plan revisions for a work of art or design in progress.</p>	<p>reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.</p>	<p>art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>
<p>d. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. (Advanced) VA:Cr2.1.IIIa</p>	<p>Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.</p>	<p>Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>	<p>Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>	<p>Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept through a variety of media (visual and print) to display for an audience/school/ community</p>
<p>e. (Media Arts) Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes. MA:Cr1.1.I</p>	<p>Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.</p>	<p>Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting</p>	<p>Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes</p>	<p>Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.</p>
<p>f. (Media Art) Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context. MA:Cr2.1.I</p>	<p>Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.</p>	<p>Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.</p>	<p>Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.</p>	<p>Integrate a sophisticated personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.</p>

Graduation Proficiency #2: **Presenting**: Students will develop artistic techniques.

Elementary K-2

Performance Indicators:

- a. Categorize artwork based on a theme or concept for an exhibit. VA:Pr4.1.2a
- b. Distinguish between different materials or artistic techniques for preparing artwork for presentation. VA:Pr5.1.2a
- c. Convey meaning through presentation of artistic work.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Categorize artwork based on a theme or concept for an exhibit. (VA:Pr4.1.2a)	Identify reasons for saving and displaying objects, artifacts, and artwork.	Select art objects for personal portfolio and display, explaining why they were chosen.	Explain why some objects, artifacts, and artwork are valued over others.	Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.
b. Distinguish between different materials or artistic techniques for preparing artwork for presentation. (VA:Pr5.1.2a)	Identify places where art may be displayed or saved.	Explain the purpose of a portfolio or collection	Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.	Identify exhibit space and prepare works of art including artists' statements, for presentation.
c. Convey meaning through presentation of artistic work.	Students (I) can identify where art is displayed both inside and outside of school.	Students (I) can explain what an art museum is and distinguish how it is different from other buildings.	Students (I) can analyze how art exhibited inside and outside of schools contributes to communities.	Students (I) can identify and explain how and where different cultures record and illustrate stories and history of life through art.

Graduation Proficiency #2: **Presenting:** Students will develop artistic techniques to convey meaning in their artwork.

Elementary 3-5

Performance Indicators:

- a. Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork VA:Pr5.1.5a
- b. Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic. VA:Pr6.1.5a
- c. Convey meaning through presentation of artistic work.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork. (VA:Pr5.1.5a)	Distinguish between different materials or artistic techniques for preparing artwork for presentation.	Identify exhibit space and prepare works of art including artists' statements, for presentation.	Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.	Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit
b. Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic. (VA:Pr6.1.5a)	Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.	Identify and explain how and where different cultures record and illustrate stories and history of life through art.	Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.	Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community
c. Convey meaning through presentation of artistic work.	Students (I) can identify and explain how and where different cultures record and illustrate stories and history of life through art.	Students (I) can compare and contrast purposes of art museums, art galleries and other venues as well as the types of	Students (I) can explain how an exhibition in a venue presents ideas and provides information about a specific concept or topic.	Students (I) can assess, explain and provide evidence of how museums or other venues reflect history and values of a community.

		personal experiences they provide.		
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Graduation Proficiency #2: Present: Students will create, experience and interpret artistic work and develop artistic technique to convey meaningful work.

Middle School 6-8

Performance Indicators:

- a. Create and interpret artwork that expresses a particular emotion
- a. Create artwork that displays effective and purposeful aesthetic decision making.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Create artwork that expresses a particular emotion.	Students (I) can connect art to emotions	Students (I) can create artwork and talk about a particular emotion connected to the art	Students (I) can create and interpret artwork that expresses a particular emotion	Students (I) can create and interpret artwork that expresses a range of strong emotions
b. Create artwork that displays effective and purposeful aesthetic decision making.	Students (I) can, with support, connect artwork with an example of purposeful aesthetic decision making.	Students (I) can create artwork that displays some purposeful aesthetic decision making.	Students (I) can create artwork that displays effective and purposeful aesthetic decision making.	Students (I) can create artwork that displays highly effective and sophisticated aesthetic decision making.

Graduation Proficiency #2: Presenting
 Students will interpret and share artistic work by analyzing, interpreting, selecting, developing, refining, and conveying meaning through the presentation of artistic work

High School 9-12

Performance Indicators:

- a. Analyze, select, and critique personal artwork for a collection or portfolio presentation. VA:Pr4.1.IIa
- b. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. VA:Pr5.1.IIa
- c. (Media Arts) Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks. MA:Pr5.1.Ic

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Analyze, select, and critique personal artwork for a collection or portfolio presentation. VA:Pr4.1.IIa	Compare and contrast the way artwork is presented, and experienced.	Develop and apply criteria for evaluating a collection of artwork for presentation.	Analyze, select, and critique personal artwork for a collection or portfolio presentation.	Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
b. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. VA:Pr5.1.IIa	Based on criteria, analyze and evaluate methods for preparing and presenting art.	Collaboratively prepare and present selected theme based artwork for display, and formulate exhibition narratives for the viewer.	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	Investigate, compare, and contrast methods for preserving and protecting art.
c. (Media Arts) Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of	Examine how tools and techniques could be used in standard and experimental ways in constructing media artworks	Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.	Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks	Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.

media artworks. MA:Pr5.1.lc				
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Graduation Proficiency #3: **Respond:** Students will interpret visual imagery.

Elementary (K-2)

Performance Indicators:

- a. Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.VA:Re8.1.2a
- b. Use learned art vocabulary to express preferences about artwork.VA:Re9.1.2a

Performance Indicators	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form. (VA:Re8.1.2a)	Interpret art by identifying and describing subject matter.	Interpret art by identifying subject matter and describing relevant details.	Interpret art by categorizing subject matter and identifying the characteristics of form.	Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.
b. Use learned art vocabulary to express preferences about artwork. (VA:Re9.1.2a)	Select a preferred artwork.	Explain reasons for selecting a preferred artwork.	Classify artwork based on different reasons for preferences.	Evaluate an artwork based on given criteria.

Graduation Proficiency #3: Respond: Students will analyze and interpret meaning of artistic work.

Elementary (3-5)

Performance Indicators:

- a. Create artwork that communicates a focused idea or concept
- b. Create artwork that has connections to current, historical, and global culture.

Performance Indicators	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. create artwork that communicates a focused idea or concept.	Student (I) can connect a focused idea or concept.	Student (I) can communicate a focused idea or concept.	Student (I) can create artwork that communicates a focused idea or concept.	Student (I) can analyze artwork that communicates a focused idea or concept.
b. create artwork that has connections to current, historical, and global culture.	Student (I) can connect to current, historical, and global culture.	Student (I) can communicate connections to current, historical, and global culture.	Student (I) can create artwork that has connections to current, historical, and global culture.	Student (I) can analyze artwork that has a deep connection to current, historical, and global culture.

Graduation Proficiency #3: Respond: Students will evaluate and analyze the meaning of artistic work.

Middle School (6-8)

Performance Indicators:

- a. Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.VA:Re.7.1.7a

- b. Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions VA:Re.7.2.8a
- c. Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. VA:Re8.1.8a
- d. Develop and apply relevant criteria to evaluate a work of art. VA:Re9.1.6a

Performance Indicators	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued. (VA:Re.7.1.7a)	Compare responses to a work of art before and after working in similar media.	Compare one's own interpretation of a work of art with the interpretation of others.	Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.	Hypothesize ways in which art influences perception and understanding of human experiences
b. Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions. (VA:Re.7.2.8a)	Identify and analyze cultural associations suggested by visual imagery.	Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	Analyze multiple ways that images influence specific audiences.	Analyze how one's understanding of the world is affected by experiencing visual imagery.
c. Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. (VA:Re8.1.8a)	Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.	Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.	Interpret art by analyzing artmaking approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

d. Develop and apply relevant criteria to evaluate a work of art. (VA:Re9.1.6a)	Evaluate an artwork based on given criteria.	Apply one set of criteria to evaluate more than one work of art.	Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.	Create a convincing and logical argument to support an evaluation of art.
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Graduation Proficiency #3: Responding: Students will understand and evaluate how the arts convey meaning by perceiving, analyzing, interpreting intent and meaning, and applying criteria to evaluate artwork.				
High School (9-12)				
Performance Indicators: <ul style="list-style-type: none"> a. Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. VA:Re.7.2.IIa b. Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. VA:Re8.1.Ia c. (Advanced Only) Determine the relevance of criteria used by others to evaluate a work of art or collection of works. VA:Re9.1.IIa d. (Media Arts) Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists. MA:Re7.1.Ia 				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. VA:Re.7.2.IIa	Identify and analyze cultural associations suggested by visual imagery.	Analyze multiple ways that images influence specific audiences.	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

b. Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. VA:Re8.1.Ia	Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.	Interpret art by analyzing artmaking approaches, the characteristics of form and structure, and subject matter to identify ideas and mood conveyed	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
c. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	Develop and apply relevant criteria to evaluate a work of art.	Create a convincing and logical argument to support an evaluation of art	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
d. (Media Arts) Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts. MA:Re8.1.I	Analyze the intent of a variety of media artworks, using given criteria.	Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.	Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.	Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts

Graduation Proficiency #4: Connect: Students will create artistic work based on personal experiences.				
Elementary K-2				
Performance Indicators: a. Create works of art about events in home, school, or community life. VA:Cn10.1.2a				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Create works of art about events in home, school, or community life.	Explore the world using descriptive and	Create art that tells a story about a life experience.	Identify times, places, and reasons by which	Develop a work of art based on observations of surroundings.

(VA:Cn10.1.2a)	expressive words and art-making.		students make art outside of school.	
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Graduation Proficiency #4: **Connect:** Students will apply their cultural context and personal experiences to create artistic work.

3-5

Performance Indicators:

- a. a. Synthesize and relate knowledge and personal experiences to make art.
- b. b. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Student (I) Synthesize and relate knowledge and personal experiences to make art.	Students (I) develop a work of art based on observations of surroundings.	students (I) create works of art that reflect community cultural traditions.	Students (I) apply formal and conceptual vocabulary of art and design to view surroundings in new ways through art-making.	Students (I) generate ideas reflecting current interests and concerns that could be investigated in art-making.
b. Students (I) relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Students (I) recognize that responses to art change depending on knowledge of the time and place in which it was made.	Students (I) observe, infer information about time, place, and culture in which a work of art was created.	Students (I) identify how art is used to inform or change beliefs, values or behaviors of an individual society.	Students (I) analyze how art reflects changing times, traditions, resources, and cultural uses.

Graduation Proficiency #4: **Connect:** Student will relate artistic ideas and artwork to societal, cultural, and historical knowledge to deepen understanding.

6-8

Performance Indicators:

- a. Synthesize and relate knowledge and personal experiences to make art.
- b. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
- c. Create collaboratively to reflect community art.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Student (I) Synthesize and relate knowledge and personal experiences to make art.	Students (I) develop a work of art based on observations of surroundings.	students (I) create works of art that reflect community cultural traditions.	Students (I) apply formal and conceptual vocabulary of art and design to view surroundings in new ways through art-making.	Students (I) generate ideas reflecting current interests and concerns that could be investigated in art-making.
b. Students (I) relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Students (I) recognize that responses to art change depending on knowledge of the time and place in which it was made.	Students (I) observe, infer information about time, place, and culture in which a work of art was created.	Students (I) identify how art is used to inform or change beliefs, values or behaviors of an individual society.	Students (I) analyze how art reflects changing times, traditions, resources, and cultural uses.
c. Students (I) create collaboratively to reflect community art.	Student (I) can apply formal and conceptual vocabulary of art and design to view surroundings in new ways through artmaking.	Student (I) can generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.	Student (I) can individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.	Student (I) can document the process of developing ideas from early stages to fully elaborated ideas.

Graduation Proficiency #4: Connecting: Students will relate their artistic ideas and work with personal meaning and external context by synthesizing and relating knowledge and personal experiences to make art, and relating artistic ideas and works with societal, cultural and historical context to deepen understanding.

Performance Indicators:

- a. Document the process of developing ideas from early stages to fully elaborated ideas VA:Cn10.1.1a
- b. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. VA:Cn11.1.1Ia
- c. (Advanced Only) Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. VA:Cn10.1.1Ia.
- d. (Media Arts) Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences MA:Cn10.1.1a

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. VA:Cn10.1.1a	Develop criteria to guide making a work of art or design to meet an identified goal.	Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
b. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. VA:Cn11.1.1Ia	Through observation, infer information about time, place, and culture in which a work of art was created.	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.	Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
c. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. VA:Cn10.1.1Ia.	Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept through a variety of media

	or designing.			(visual and print) to display for an audience/school/community.
d. (Media Arts) Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences MA:Cn10.1.la	Access and use internal and external resources to create media artworks, such as interests, knowledge, and experiences.	Access, evaluate and use internal and external resources to inform the creation of media artworks, such as experiences, interests, research, and exemplary works.	Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences	Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works