

Visual Thinking Strategies and Current California Content Standards

VTS supports many of the current California Content Standards. These are a selection of Grade 4 standards taken from the website of the California Department of Education <http://www.cde.ca.gov/Ca>

English Language Arts

<i>Standard</i>	<i>VTS</i>
<p>Reading</p> <p><i>2.0 Reading Comprehension</i></p> <p>Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).</p> <p><i>3.0 Literary Response and Analysis</i></p> <p>Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).</p>	<p>Process develops evidentiary and speculative thinking and questioning strategies.</p> <p>During VTS discussions students discover what is familiar and puzzle over what is not.</p> <p>Reading exercises encourage transfer of thinking strategies fostered by VTS.</p>
<p>Writing</p> <p><i>1.0 Writing Strategies</i></p> <p>Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions.)</p>	<p>Students explore layers of meaning, symbols and metaphor in art; discussions encourage probing and reflection.</p> <p>Students mine art for stories about people, places, feelings, eras, activities and relationships.</p> <p>Evidentiary reasoning requires organization of observations, ideas and information.</p> <p>Fosters growth of learning strategies such as revisions and elaborations.</p>

<p><i>2.0 Writing Applications</i></p> <p>Students write compositions that describe and explain familiar objects, events, and experiences.</p> <p>Listening and Speaking</p> <p><i>1.0 Listening and Speaking Strategies</i></p> <p>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.</p> <p><i>2.0 Speaking Applications</i></p> <p>Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.</p>	<p>Provides opportunities to use writing as another way of responding to art.</p> <p>Students find language to express complicated ideas and emotions, aided by supportive teachers. Discussions give students confidence with words. Ease with oral language helps them become effective writers.</p> <p>Discussions are initiated by questions provoking thoughtful responses to images and the involvement of all students.</p> <p>Students put their minds together, building on each other's observations, ideas, and knowledge. Students articulate ideas, listen to, and respond to the contributions of others. They hone skills as individuals who communicate and cooperate easily within a group.</p> <p>Questions ask students to become fact-based and logical when they express or debate a position. Students argue their points, grounding them in concrete evidence.</p>
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Mathematics

<i>Standard</i>	<i>VTS</i>
<p>Statistics, Data Analysis, and Probability</p> <p><i>1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings.</i></p>	<p>Evidentiary reasoning requires organization of observations, ideas and information.</p>

<p>Mathematical Reasoning</p> <p>1.0 <i>Students make decisions about how to approach problems.</i></p> <p>2.0 <i>Students use strategies, skills, and concepts in finding solutions.</i></p> <p>3.0 <i>Students move beyond a particular problem by generalizing to other situations.</i></p>	<p>VTS uses questions that challenge students to observe and think deeply. They develop habits such as brainstorming and considering many possibilities and backing up opinions with evidence.</p>
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History-Social Science

<i>Standard</i>	<i>VTS</i>
<p>4.1 <i>Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.</i></p> <p>4.2 <i>Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</i></p>	<p>Visual literacy skills developed during art discussions transfer to other visual objects, such as maps and graphs.</p> <p>The inherent richness of art allows students to explore a range of subject matter, such as social and political themes. Students mine art for stories about people, places, feelings, eras, activities, and relationships.</p>

Science

<i>Standard</i>	<i>VTS</i>
<p><i>Investigation and Experimentation</i></p> <p>6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands [physical, life, and earth sciences], students should develop their own questions and perform investigations.</p>	<p>Questions ask students to respond, interpret, focus, and to provide evidence for interpretations.</p> <p>Students learn to make more, and more complex, observations. They draw conclusions, inferring, or interpreting based on observations.</p>

Visual Arts

<p><i>1.0 Artistic perception</i></p> <p>Students perceive and respond to works of art, objects in nature, events, and their environment. They also use the vocabulary of the visual arts to express their observations.</p> <p><i>2.0 Creative expression</i></p> <p>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in art.</p> <p><i>3.0 Historical and cultural context</i></p> <p>Students analyze the role and the development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> <p><i>4.0 Aesthetic valuing</i></p> <p>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p> <p><i>5.0 Connections, Relationships, Applications</i></p> <p>Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p>	<p>Although VTS does not introduce formal terms, students become sensitized to, and pick up on visual vocabulary like colors, moods, styles, and materials.</p> <p>Students are exposed to a wide range of media, styles and techniques. Students build a rich reservoir of visual images.</p> <p>Images are selected from a wide range of periods and cultures. Discussions cover subjects and stories addressing human, often universal concerns and conditions.</p> <p>Structured discussions support the appropriate use of strategies to construct meaning from images.</p> <p>By responding to the open-ended questions of VTS, students learn to articulate their interpretations and explain their reasoning. These skills have been proven to transfer to other subject areas.</p> <p>VTS exposes students to the work of many artists. In grades 3-5, the final VTS lesson is conducted in an art museum.</p>
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