

**Current New York Elementary English Language Arts  
Learning Standards and Visual Thinking Strategies**

**Standard 1 – Language for Information and Understanding**

<b>Standard</b>	<b>VTS</b>
<p><b>Listening and Reading</b> 1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.</p>	<p>Process supports careful listening, the incorporation of the point of view of others, an awareness of meaning making, and develops speculative thinking and questioning strategies.</p> <p>Structured discussions support the appropriate use of strategies to construct meaning from images. Images are selected from a wide range of periods, cultures, media, styles and techniques.</p>
<p><b>Speaking and Writing</b> 2. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.</p>	<p>Discussions are initiated by questions provoking thoughtful responses to images and the involvement of all students. Teachers facilitate discussions, paraphrasing and linking remarks of students.</p> <p>Teaches thinking through discussion of art: develops observation and analytical skills and the ability to use one’s own experiences to explain or clarify individual responses.</p> <p>Evidentiary reasoning requires organization of observations, ideas and information.</p>

**Standard 2 – Language for Literary Response and Expression**

<b>Standard</b>	<b>VTS</b>
<p><b>Listening and Reading</b> 1. Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.</p>	<p>Questions ask students to respond, interpret, focus, and to provide evidence for interpretations.</p> <p>The inherent richness of art allows students to explore a range of subject matter, techniques, social and political themes, etc.</p>
<p><b>Speaking and Writing</b> 2. Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and are often multilayered.</p>	<p>Provides opportunities to use writing as another way of responding to art.</p> <p>Develops observation and analytical skills and the ability to express oneself. Students build a rich reservoir of visual images.</p>

**Standard 3 – Language for Critical Analysis and Evaluation**

<b>Standard</b>	<b>VTS</b>
<p><b>Listening and Reading</b></p> <p>1. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.</p>	<p>By responding to the open-ended questions of VTS, students articulate their interpretations and explain their reasoning. Students are given the opportunity to reconsider their thoughts as teachers ask them to continually return to the image for more observations, and as they hear the opinions of their peers.</p>
<p><b>Speaking and Writing</b></p> <p>2. Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.</p>	<p>Questions ask students to become fact-based and logical when they express or debate a position.</p>

**Standard 4 – Language for Social Interaction**

<p><b>Listening and Speaking</b></p> <p>Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.</p>	<p>Encourages each student to respond verbally to a wide range of works of art, leading to active and extended involvement.</p> <p>Open-ended discussions using clearly defined strategies support the development of a wide range of communication skills.</p> <p>Students articulate ideas, listen to, and respond to the contributions of others. Process supports careful listening.</p>
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**Current New York Elementary Visual Arts  
Learning Standards and Visual Thinking Strategies**

**Standard 2 – Knowing and Using Arts Materials and Resources**

<b>Standard</b>	<b>VTS</b>
Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries). Students will use appropriate materials (art reproductions, slides, print materials, electronic media).	Images used are selected from a wide range of periods, cultures, media, styles and techniques.  In grades 3-5, the final VTS lesson is conducted in an art museum.  For grades K-2, posters are used during VTS discussions. Slides are introduced for grades 3-5. Writing assignments for older students are completed over the Internet, using images available online.

**Standard 3 – Responding to and Analyzing Works of Art**

<b>Standard</b>	<b>VTS</b>
Students will reflect on, interpret, and evaluate works of art, using the language of art criticism.	By responding to the open-ended questions of VTS, students articulate their interpretations and explain their reasoning. More probing questions in subsequent years help older students further develop their analytical, contextual, and critical thinking about art.