

The Visual Thinking Strategies program supports the Visual Arts Standards developed by the Consortium of National Arts Educations Associations.

Content Standard #1	VTS
Understanding and applying media, techniques, and processes.	Students are exposed to a wide range of media, styles and techniques.
Content Standard #2	VTS
Using knowledge of structures and functions.	<p>Evidentiary reasoning requires organization of observations, ideas and information.</p> <p>While VTS does not introduce formal terms until students express concepts, students become sensitized to, and pick up on visual vocabulary like colors, moods, styles, and materials.</p>
Content Standard #3	VTS
Choosing and evaluating a range of subject matter, symbols, and ideas.	<p>Students explore layers of meaning, symbols and metaphor in art; discussions encourage probing and reflection.</p> <p>Image discussions cover subjects and stories addressing human, often universal concerns and conditions.</p>
Content Standard #4	VTS
Understanding the visual arts in relation to history and cultures.	Images are selected from a wide range of periods and cultures. Students mine art for stories about people, places, eras, activities and relationships, exploring a range of social and political themes.

Content Standard #5	VTS
<p>Reflecting upon and assessing the characteristics and merits of their work and the work of others.</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 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.</p>
Content Standard #6	VTS
<p>Making connections between visual arts and other disciplines.</p>	<p>Visual literacy skills developed during art discussions transfer to other visual objects, such as maps and graphs.</p> <p>Aesthetic and critical thinking skills supported by VTS have been proven to transfer to non-art objects and other subject areas.</p> <p>Provides opportunities to use writing as another way of responding to art.</p>