

Current Vermont Standards and Visual Thinking Strategies

Vermont's Framework of Standards	VTS
<p>Art, Language, and Literature: Critical Response Universal Themes 5.3: Students discover universal themes by comparing a broad range of cultural expressions from various times and places.</p> <p>Communication Standards: Listening Clarification and Restatement 1.13: Students listen actively and respond to communications.</p> <p>Reasoning and Problem Solving Standards: Approach Information 2.7: Students respond to new information by reflecting on experience and reconsidering their opinions and sources of information.</p>	<p>Language for Information and Understanding (NY): Listening and Reading 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>Reasoning and Problem Solving Standards: Questioning and Problem Solving Types of Questions 2.1: Students ask a variety of questions.</p> <p>Problem Solving Problem Solving Process 2.2: Students use reasoning strategies, knowledge, and common sense to solve complex problems related to all fields of knowledge.</p> <p>Approach Application 2.6: Students apply prior knowledge, curiosity, imagination and creativity to solve problems.</p> <p>Abstract and Creative Thinking Fluency 2.10: Students generate several ideas using a variety of approaches.</p> <p>Elaboration 2.11: Students represent their ideas and/or the ideas of others in detailed form.</p> <p>Communication Standards: Writing Writing Dimensions 1.5: Students draft, revise, edit, and critique written products so that final drafts are appropriate.</p> <p>Writing Conventions 1.6: Students' independent writing demonstrates command of appropriate English conventions, including grammar, usage, and mechanics.</p>	<p>Speaking and Writing (NY) 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>
<p>Art, Language, and Literature: Literature and Media Types of Literature 5.8: Students read a variety of types of literature, fiction and nonfiction.</p> <p>Diverse Literary Traditions 5.10: Students</p>	<p>Language for Literary Response and Expression (NY): Listening and Reading Questions ask students to respond, interpret, focus, and to provide evidence for interpretations.</p>

<p>interpret works of diverse literary traditions—including works by women and men of many racial, ethnic, and cultural groups in different times and parts of the world.</p>	<p>The inherent richness of art allows students to explore a range of subject matter, techniques, social and political themes, etc.</p>
<p>Communication Standards: Writing Narratives 1.9: In written narratives, students organize and relate a series of events, fictional or actual, in a coherent whole.</p>	<p>Speaking and Writing (NY) 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>
<p>Art, Language, and Literature: Critical Response Aesthetic Judgment 5.4: Students form aesthetic judgment, using appropriate vocabulary and background knowledge to critique their own work and work of others, and to support their perception of work in the arts, languages, and literature. Point of View 5.5: Students develop a point of view that is their own.</p>	<p>Language for Critical Analysis and Evaluation (NY): Listening and Reading By responding to the open-ended questions of the 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>Art, Language, and Literature: Artistic Process Analysis 5.26: Students develop and present basic analysis of works in the arts from structural, historical, economic, and cultural perspectives. Communication Standards: Listening Critique 1.14: Students critique what they have heard.</p>	<p>Speaking and Writing (NY) Questions ask students to become fact-based and logical when they express or debate a position.</p>
<p>Art, Language, and Literature: Critical Response Audience Response 5.7: Students respond constructively as members of an audience. Communication Standards: Expression Speaking 1.15: Students use verbal and nonverbal skills to express themselves effectively. Personal Development Standards: Relationships Teamwork 3.10: Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions. Interactions 3.11: Students interact respectfully with others, including those with whom they have differences.</p>	<p>Language for Social Interaction (NY): Listening and Speaking 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>

<p>Art, Language, and Literature: Artistic Process</p> <p>Intent 5.22: Students convey artistic intent from creator to viewer or listener.</p> <p>Artistic Problem Solving 5.24: Students solve visual, spatial, kinesthetic, aural, and other problems in the arts.</p> <p>Elements, Forms, and Techniques in the Arts</p> <p>Artistic Proficiency 5.28: Students use art forms to communicate, showing the ability to define and solve artistic problems with insight, reason, and technical proficiency.</p> <p>Visual Arts 5.29: Students use the elements and principles of two- and three-dimensional design in the visual arts, including line, color, shape, and texture, in creating, viewing, and critiquing.</p> <p>Visual Arts 5.30: Students use a variety of visual arts media to show an understanding of the different properties each possesses.</p> <p>Communication Standards: Expression Artistic Dimensions 1.16: Students use a variety of forms, such as dance, music, theater, and visual arts, to create projects that are appropriate.</p>	<p>Knowing and Using Art Materials and Resources (NY):</p> <p>Images used are selected from a wide range of periods, cultures, media, styles, and techniques.</p> <p>In grades 3-5, the final VTS lesson is conducted in an art museum.</p> <p>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.</p>
<p>Art, Language, and Literature: Artistic Process</p> <p>Critique 5.23: Students critique their own and others' works in progress, both individually and in groups, to improve upon intent.</p> <p>Exemplary Works 5.25: Students demonstrate knowledge of exemplary works in the arts from a variety of cultures and historical periods.</p> <p>Analysis 5.26: Students develop and present basic analysis of works in the arts from structural, historical, economic, and cultural perspectives.</p>	<p>Responding to and Analyzing Works of Art (NY):</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>

Chart based on "Current New York Elementary English Language Arts Learning Standards and Visual Thinking Strategies"
 Courtesy of Karin DeSantis