

Visual Arts Proficiency-Based Graduation Requirements (PBGR) Road Map

Purpose

In 2014, the National Core Arts Standards (NCAS) were introduced by the National Coalition for the Core Arts Standards (NCCAS). These standards are conceptual in nature and are designed around artistic processes, providing a solid foundation to foster literacy in Dance, Media Arts, Music, Theatre, and Visual Arts. The development of the [Arts PBGR Hierarchy](#) stemmed from the NCAS, serving as a representation of all content areas under one comprehensive umbrella.

The Critical Proficiencies within the Arts PBGR Hierarchy are directly derived from the NCAS artistic processes, maintaining uniformity in their description across all arts disciplines. Similarly, the Priority Performance Indicators are taken from the NCAS Anchor Standards, which are deemed essential in supporting artistic literacy upon graduation.

The primary objective of the Arts PBGR Hierarchy is to integrate all content areas cohesively. To achieve this, verbs from the identified Anchor Standards were drawn from the Enduring Understandings present in all art disciplines. These verbs were thoughtfully refined to construct coherent sentences that honored the original intent of each Anchor Standard in the arts.

Given that the Arts PBGR Hierarchy represents all arts disciplines, it is crucial for educators specializing in each art form to devise a customized roadmap. They should utilize content specific NCAS Performance Indicators to delineate how students can achieve the necessary artistic literacy required for graduation. This individualized approach ensures a well-rounded and meaningful educational experience for students across the arts spectrum.

How to Use this Document

This document was crafted to illustrate the vertical alignment of Priority Performance Indicators in the Visual Arts and to emphasize the utilization of Prioritized Grade Level Standards in their creation. Identified by [Chicago Public Schools](#), these Prioritized Standards serve as crucial benchmarks for evaluation at every grade level. Schools are encouraged to adopt this work as-is; adapt this work to better suit the unique needs of their respective school communities; or use this work as a lens through which to evaluate their local work.



Vertical Alignment

The subsequent section presents Priority Performance Indicators at each grade band. Its purpose is to illustrate the student experience across grade levels. It's important to note that not every grade band will feature a Priority Performance Indicator, as students may attain it through their engagement in the Performing Arts. For instance, the visual arts emphasize the Create Critical Proficiency more, whereas the Performing Arts prioritize the Present/Perform/Produce Critical Proficiency.

Critical Proficiency

Create: Generate, conceptualize, organize, develop, refine, and complete artistic ideas and work.

Priority Performance Indicator: Generate and Conceptualize

K-2	3-5	6-8	9-12
Students create art collaboratively and independently using a variety of materials and tools to investigate their personal interests, questions, and curiosity.	Students collaboratively and independently generate innovative ideas and set goals for art-making that hold personal meaning and purpose to the creators.	Students initiate and execute artistic investigation, for goal-oriented artwork creation, and choosing personally meaningful content for creative expression.	Students generate and transform concepts into artistic expression through the use of the creative process. (Anchor Standard 1)

Priority Performance Indicator: Organize, Develop, and Complete

K-2	3-5	6-8	9-12
Students use observation and investigation to experiment with various materials and tools to build skills, while creatively explaining their process using art vocabulary.	Students engage in experimenting with diverse art-making techniques and approaches by consistently practicing safe and skillful use of materials. They demonstrate their proficiency through practical application.	Students engage in creative exploration, embracing new ideas, materials, techniques, ethical art making practices, and organizational strategies to convey intended meaning.	Students plan, organize, and develop ideas into artistic expression by using different materials, concepts, and/or media to complete a final piece. (Anchor Standards 2 and 3)

Critical Proficiency

Present/Perform/Produce: Develop, refine, and convey meaning through artistic work.

Priority Performance Indicator: Develop and Refine for Presentation

K-2	3-5	6-8	9-12
None at this level	Students can articulate the essential skills and knowledge necessary for the preservation, maintenance, and presentation of objects and artwork. They explore how technology has transformed the conservation, presentation, and appreciation of art, drawing comparisons and contrasts between modern technological advancements and traditional practices.	Students develop and use specific criteria to self-reflect and assess a collection of artworks, making informed decisions about how to present them intentionally.	Students analyze, evaluate, refine, consider new ideas, and problem solve to produce artistic work for presentation. (Anchor Standard 5)

Priority Performance Indicator: Convey Meaning Through Presentation

K-2	3-5	6-8	9-12
<p>Students select artwork to build a collection while considering how art in various places, such as museums and galleries, can positively impact communities.</p>	<p>Students choose exhibit space and prepare works of art, complete with artists' statements or reflection, in readiness for presentation.</p>	<p>Students plan for and exhibit art, considering and reflecting on actual or theoretical exhibit space, viewer needs, and exhibit arrangement to enhance the viewing experience.</p>	<p>Students purposefully share artistic work that cultivates appreciation and understanding of the human experience through social, cultural, or political experiences. An emphasis on meaning around the relationship between viewer and artist is woven throughout a presentation. (Anchor Standard 6)</p>

Critical Proficiency

Respond: Perceive, analyze, interpret intent and meaning, and apply student criteria to evaluate artistic work.

Priority Performance Indicator: Perceive and Analyze

K-2	3-5	6-8	9-12
<p>Students describe the meaning of an image, make comparisons between images representing the same subject, and effectively utilize their art vocabulary to express their preferences regarding artwork.</p>	<p>Students interpret art through a comprehensive lens that encompasses feelings, subject matter, formal characteristics, art-making approaches, and contextual information.</p>	<p>Students interpret and describe the meaning, perception, and value of artworks based on cultural context, presentation, and/or how the viewing experience impacts people's thoughts, emotions, and actions.</p>	<p>Students demonstrate understanding of purpose and meaning in artistic work through cultural awareness of self, others, and awareness of the natural world and constructed environments. (Anchor Standard 7)</p>

Critical Proficiency

Connect: Synthesize and relate knowledge; personal experiences; and societal, cultural, and historic contexts to make and deepen understanding of art.

Priority Performance Indicator: Synthesize and Relate

K-2	3-5	6-8	9-12
Students create artworks depicting events in their home, school, and/or community life, crafting art that narrates personal life experiences. They can describe that people from various places and times have created art for diverse purposes.	Students use observation to gather insights about the time, place, and culture of a piece of art's creation. They acknowledge how art functions to shape or reflect individual and societal beliefs, values, and behaviors. Drawing inspiration from their observations of their environment, students create their own artwork.	Students utilize art to investigate how cultural group identities evolve over time. This exploration considers various factors such as historical context, geographical location, available resources, and cultural beliefs, all of which influence artistic changes.	Students integrate and evaluate their ideas, knowledge, and cultural and societal experiences to influence their artistic process of creating, presenting, performing, producing, and responding to making art. (Anchor Standard 10)

Priority Standards as Benchmarks

This section serves to underscore the identified standards employed in crafting the Priority Performance Indicators for each grade band. Priority Performance Indicators represent comprehensive clusters of standards that students strive to demonstrate proficiency in. These Priority Standards serve as the foundational benchmarks at each grade level, guiding students towards proficiency in the Grade Band Priority Performance Indicator.

Kindergarten

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Create: Generate and Conceptualize Students create art collaboratively and independently using a variety of materials and tools to investigate their personal interests, questions, and curiosity.</p>	<p>Engage in exploration and imaginative play with materials. VA:Cr1.1.K.a.</p>
<p>Create: Organize, Develop, and Complete Students use observation and investigation to experiment with various materials and tools to build skills, while creatively explaining their process using art vocabulary.</p>	<p>Through experimentation, build skills in various media and approaches to art-making. VA:Cr2.1.K.a.</p> <p>Explain the process of making art while creating. VA:Cr3.1.K.a.</p>
<p>Present: Convey Meaning Through Presentation Students select artwork to build a collection while considering how art in various places, such as museums and galleries, can positively impact communities.</p>	<p>Select art objects for a personal portfolio and display, explaining why they were chosen. VA:Pr4.1.K.a.</p>
<p>Respond: Perceive and Analyze Students describe the meaning of an image, make comparisons between images representing the same subject, and effectively utilize their art vocabulary to express their preferences regarding artwork.</p>	<p>Describe what an image represents. VA:Re7.2.K.a.</p>
<p>Connect: Connect: Synthesize and Relate Students create artworks depicting events in their home, school, and/or community life, crafting art that narrates personal life experiences. They can describe that people from various places and times have created art for diverse purposes.</p>	<p>Create art that tells a story about a life experience. VA:Cn10.1.K.a.</p>

First Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Create: Generate and Conceptualize Students create art collaboratively and independently using a variety of materials and tools to investigate their personal interests, questions, and curiosity.</p>	<p>Engage collaboratively in exploration and imaginative play with materials. VA:Cr1.1.1.a.</p>
<p>Create: Organize, Develop, and Complete Students use observation and investigation to experiment with various materials and tools to build skills, while creatively explaining their process using art vocabulary.</p>	<p>Use observation and investigation in preparation for making a work of art. VA:Cr1.2.1.a. Use art vocabulary to describe choices while creating art. VA:Cr3.1.1.a.</p>
<p>Present: Convey Meaning Through Presentation Students select artwork to build a collection while considering how art in various places, such as museums and galleries, can positively impact communities.</p>	<p>Identify the roles and responsibilities of people who work in and visit museums and other art venues. VA:Pr6.1.1.a.</p>
<p>Respond: Perceive and Analyze Students describe the meaning of an image, make comparisons between images representing the same subject, and effectively utilize their art vocabulary to express their preferences regarding artwork.</p>	<p>Compare images that represent the same subject. VA:Re7.2.1.a.</p>
<p>Connect: Connect: Synthesize and Relate Students create artworks depicting events in their home, school, and/or community life, crafting art that narrates personal life experiences. They can describe that people from various places and times have created art for diverse purposes.</p>	<p>Understand that people from different places and times have made art for a variety of reasons. VA:Cn11.1.1.a.</p>

Second Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Create: Generate and Conceptualize Students create art collaboratively and independently using a variety of materials and tools to investigate their personal interests, questions, and curiosity.</p>	<p>Make art or design with various materials and tools to explore personal interests, questions, and curiosity. VA:Cr1.2.2.a.</p>
<p>Create: Organize, Develop, and Complete Students use observation and investigation to experiment with various materials and tools to build skills, while creatively explaining their process using art vocabulary.</p>	<p>Experiment with various materials and tools to explore personal interests in a work of art or design. VA:Cr2.1.2.a. Repurpose objects to make something new. VA:Cr2.3.2.a.</p>
<p>Present: Convey Meaning Through Presentation Students select artwork to build a collection while considering how art in various places, such as museums and galleries, can positively impact communities.</p>	<p>Analyze how art exhibited inside and outside of schools (for example, in museums, galleries, virtual spaces, and other venues) contributes to communities. VA:Pr6.1.2.a</p>
<p>Respond: Perceive and Analyze Students describe the meaning of an image, make comparisons between images representing the same subject, and effectively utilize their art vocabulary to express their preferences regarding artwork.</p>	<p>Use learned art vocabulary to express preferences about artwork. VA:Re9.2.2.a.</p>
<p>Connect: Synthesize and Relate Students create artworks depicting events in their home, school, and/or community life, crafting art that narrates personal life experiences. They can describe that people from various places and times have created art for diverse purposes.</p>	<p>Create works of art about events in home, school, or community life. VA:Cn10.1.2.a.</p>

Third Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Create: Organize, Develop, and Complete Students engage in experimenting with diverse art-making techniques and approaches by consistently practicing safe and skillful use of materials. They demonstrate their proficiency through practical application.</p>	<p>Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. VA:Cr2.2.3.a. Elaborate visual information by adding details in an artwork to enhance emerging meaning. VA:Cr3.1.3.a.</p>
<p>Present: Convey Meaning Through Presentation Students choose exhibit space and prepare works of art, complete with artists' statements or reflection, in readiness for presentation.</p>	<p>Identify exhibit space and prepare works of art, including artists' statements, for presentation. VA:Pr5.1.3.a.</p>
<p>Respond: Perceive and Analyze Students interpret art through a comprehensive lens that encompasses feelings, subject matter, formal characteristics, art-making approaches, and contextual information.</p>	<p>Speculate about processes an artist uses to create a work of art. VA:Re7.1.3.a. Communicate feelings when engaging works of art, and describe subject matter and formal characteristics to discuss meanings of artwork. VA:Re8.1.3.a.</p>
<p>Connect: Synthesize and Relate Students use observation to gather insights about the time, place, and culture of a piece of art's creation. They acknowledge how art functions to shape or reflect individual and societal beliefs, values, and behaviors. Drawing inspiration from their observations of their environment, students create their own artwork</p>	<p>Develop a work of art based on observations of surroundings. VA:Cn10.1.3.a.</p>

Fourth Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Create: Generate and Conceptualize Students collaboratively and independently generate innovative ideas and set goals for art-making that hold personal meaning and purpose to the creators.</p>	<p>Collaboratively set goals and create artwork that is meaningful and has purpose to the makers. VA:Cr1.2.4.a.</p>
<p>Create: Organize, Develop, and Complete Students engage in experimenting with diverse art-making techniques and approaches by consistently practicing safe and skillful use of materials. They demonstrate their proficiency through practical application.</p>	<p>Explore and invent art-making techniques and approaches. VA:Cr2.1.4.a.</p>
<p>Present: Develop and Refine for Presentation Students can articulate the essential skills and knowledge necessary for the preservation, maintenance, and presentation of objects and artwork. They explore how technology has transformed the conservation, presentation, and appreciation of art, drawing comparisons and contrasts between modern technological advancements and traditional practices.</p>	<p>Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced. VA:Pr4.1.4.a.</p>
<p>Respond: Perceive and Analyze Students interpret art through a comprehensive lens that encompasses feelings, subject matter, formal characteristics, art-making approaches, and contextual information.</p>	<p>Analyze components in visual imagery that convey messages. VA:Re7.2.4.a.</p> <p>Communicate feelings when engaging works of art and describe subject matter, formal characteristics, and art-making approaches to discuss meanings of artwork. VA:Re8.1.4.a.</p>
<p>Connect: Synthesize and Relate Students use observation to gather insights about the time, place, and culture of a piece of art's creation. They acknowledge how art functions to shape or reflect individual and societal beliefs, values, and behaviors. Drawing inspiration from their observations of their environment, students create their own artwork.</p>	<p>Through observation, infer information about time, place, and culture in which a work of art was created. VA:Cn11.1.4.a.</p>

Fifth Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Create: Generate and Conceptualize Students collaboratively and independently generate innovative ideas and set goals for art-making that hold personal meaning and purpose to the creators.</p>	<p>Combine ideas to generate an innovative idea for art making. VA:Cr1.1.5.a.</p>
<p>Create: Organize, Develop, and Complete Students engage in experimenting with diverse art-making techniques and approaches by consistently practicing safe and skillful use of materials. They demonstrate their proficiency through practical application.</p>	<p>Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art. VA:Cr1.2.5.a.</p> <p>Experiment and develop skills in multiple art-making techniques and approaches through practice. VA:Cr2.1.5.a.</p>
<p>Present: Develop and Refine for Presentation Students can articulate the essential skills and knowledge necessary for the preservation, maintenance, and presentation of objects and artwork. They explore how technology has transformed the conservation, presentation, and appreciation of art, drawing comparisons and contrasts between modern technological advancements and traditional practices.</p>	<p>Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts and artwork. VA:Pr4.1.5.a.</p>
<p>Respond: Perceive and Analyze Students interpret art through a comprehensive lens that encompasses feelings, subject matter, formal characteristics, art-making approaches, and contextual information.</p>	<p>Interpret art through describing and analyzing feelings, subject matter, formal characteristics, art-making approaches, and contextual information. VA:Re8.1.5.a.</p>
<p>Connect: Synthesize and Relate Students use observation to gather insights about the time, place, and culture of a piece of art's creation. They acknowledge how art functions to shape or reflect individual and societal beliefs, values, and behaviors. Drawing inspiration from their observations of their environment, students create their own artwork.</p>	<p>Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society. VA:Cn11.1.5.a.</p>

Sixth Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Create: Generate and Conceptualize Students initiate and execute artistic investigation, for goal-oriented artwork creation, and choosing personally meaningful content for creative expression.</p>	<p>Formulate an artistic investigation of personally relevant content for creating art. VA:Cr1.2.6.a.</p>
<p>Create: Organize, Develop, and Complete Students engage in creative exploration, embracing new ideas, materials, techniques, ethical art making practices, and organizational strategies to convey intended meaning.</p>	<p>Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. VA:Cr2.1.6.a.</p> <p>Reflect on whether personal artwork conveys the intended meaning and revise accordingly. VA:Cr3.1.6.a.</p>
<p>Present: Convey Meaning Through Presentation Students plan for and exhibit art, considering and reflecting on actual or theoretical exhibit space, viewer needs, and exhibit arrangement to enhance the viewing experience.</p>	<p>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. VA:Pr5.1.6.a.</p>
<p>Respond: Perceive and Analyze Students interpret and describe the meaning, perception, and value of artworks based on cultural context, presentation, and/or how the viewing experience impacts people's thoughts, emotions, and actions.</p>	<p>Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions. VA:Re7.2.6.a.</p>
<p>Connect: Synthesize and Relate Students utilize art to investigate how cultural group identities evolve over time. This exploration considers various factors such as historical context, geographical location, available resources, and cultural beliefs, all of which influence artistic changes.</p>	<p>Analyze how art reflects changing times, traditions, resources, and cultural uses. VA:Cn11.1.6.a.</p>

Seventh Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Create: Generate and Conceptualize Students initiate and execute artistic investigation, for goal-oriented artwork creation, and choosing personally meaningful content for creative expression.</p>	<p>Develop criteria to guide making a work of art or design to meet an identified goal. VA:Cr1.2.7.a.</p>
<p>Create: Organize, Develop, and Complete Students engage in creative exploration, embracing new ideas, materials, techniques, ethical art making practices, and organizational strategies to convey intended meaning.</p>	<p>Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. VA:Cr2.1.7.a.</p> <p>Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. VA:Cr2.3.7.a.</p>
<p>Present: Convey Meaning Through Presentation Students plan for and exhibit art, considering and reflecting on actual or theoretical exhibit space, viewer needs, and exhibit arrangement to enhance the viewing experience.</p>	<p>Compare and contrast viewing and experiencing collections and exhibitions in different venues. VA:Pr6.1.7.a.</p>
<p>Respond: Perceive and Analyze Students interpret and describe the meaning, perception, and value of artworks based on cultural context, presentation, and/or how the viewing experience impacts people's thoughts, emotions, and actions.</p>	<p>Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued. VA:Re7.1.7.a.</p>
<p>Connect: Synthesize and Relate Students utilize art to investigate how cultural group identities evolve over time. This exploration considers various factors such as historical context, geographical location, available resources, and cultural beliefs, all of which influence artistic changes.</p>	<p>Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. VA:Cn11.1.7.a.</p>

Eighth Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Create: Generate and Conceptualize Students initiate and execute artistic investigation, for goal-oriented artwork creation, and choosing personally meaningful content for creative expression.</p>	<p>Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. VA:Cr1.2.8.a.</p>
<p>Create: Organize, Develop, and Complete Students engage in creative exploration, embracing new ideas, materials, techniques, ethical art making practices, and organizational strategies to convey intended meaning.</p>	<p>Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing. VA:Cr2.1.8.a.</p> <p>Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design. VA:Cr2.2.8.a.</p>
<p>Present: Develop and Refine for Presentation Students develop and use specific criteria to self-reflect and assess a collection of artworks, making informed decisions about how to present them intentionally.</p>	<p>Develop and apply criteria for evaluating a collection of artwork for presentation. VA:Pr4.1.8.a.</p>
<p>Respond: Perceive and Analyze Students interpret and describe the meaning, perception, and value of artworks based on cultural context, presentation, and/or how the viewing experience impacts people's thoughts, emotions, and actions.</p>	<p>Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions. VA:Re7.2.8.a.</p>
<p>Connect: Synthesize and Relate Students utilize art to investigate how cultural group identities evolve over time. This exploration considers various factors such as historical context, geographical location, available resources, and cultural beliefs, all of which influence artistic changes.</p>	<p>Make art collaboratively to reflect on and reinforce positive aspects of group identity. VA:Cn10.1.8.a.</p>

High School Proficient

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Create: Generate and Conceptualize Students generate and transform concepts into artistic expression through the use of the creative process. (Anchor Standard 1)</p>	<p>Use multiple approaches to begin creative endeavors. VA:Cr1.1.I.a.</p>
<p>Create: Organize, Develop, and Complete Students plan, organize, and develop ideas into artistic expression by using different materials, concepts, and/or media to complete a final piece. (Anchor Standards 2 and 3)</p>	<p>Engage in making a work of art or design without having a preconceived plan. VA:Cr2.1.I.a.</p> <p>Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. VA:Cr2.3.I.a.</p>
<p>Present: Convey Meaning Through Presentation Students purposefully share artistic work that cultivates appreciation and understanding of the human experience through social, cultural, or political experiences. An emphasis on meaning around the relationship between viewer and artist is woven throughout a presentation. (Anchor Standard 6)</p>	<p>Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. VA:Pr6.1.I.a.</p>

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Respond: Perceive and Analyze</p> <p>Students demonstrate understanding of purpose and meaning in artistic work through cultural awareness of self, others, and awareness of the natural world and constructed environments. (Anchor Standard 7)</p>	<p>Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re7.1.1.a.</p> <p>Analyze how one’s understanding of the world is affected by experiencing visual imagery. VA:Re7.2.1.a.</p> <p>Construct meaningful interpretations, supported by evidence, of an artwork or collection of works through describing and analyzing feelings, subject matter, formal characteristics, art- making approaches, contextual information, and key concepts. VA:Re8.1.1.a.</p> <p>Establish relevant criteria in order to evaluate a work of art or collection of works. VA:Re9.2.1.a.</p>
<p>Connect: Synthesize and Relate</p> <p>Students integrate and evaluate their ideas, knowledge, and cultural, and societal experiences to influence their artistic process of creating, presenting, performing, producing, and responding to making art. (Anchor Standard 10)</p>	<p>Document the process of developing ideas from early stages to fully elaborated ideas. VA:Cn10.1.1.a.</p> <p>Describe how knowledge of culture, traditions, and history may influence personal responses to art. VA:Cn11.1.1.a.</p>