

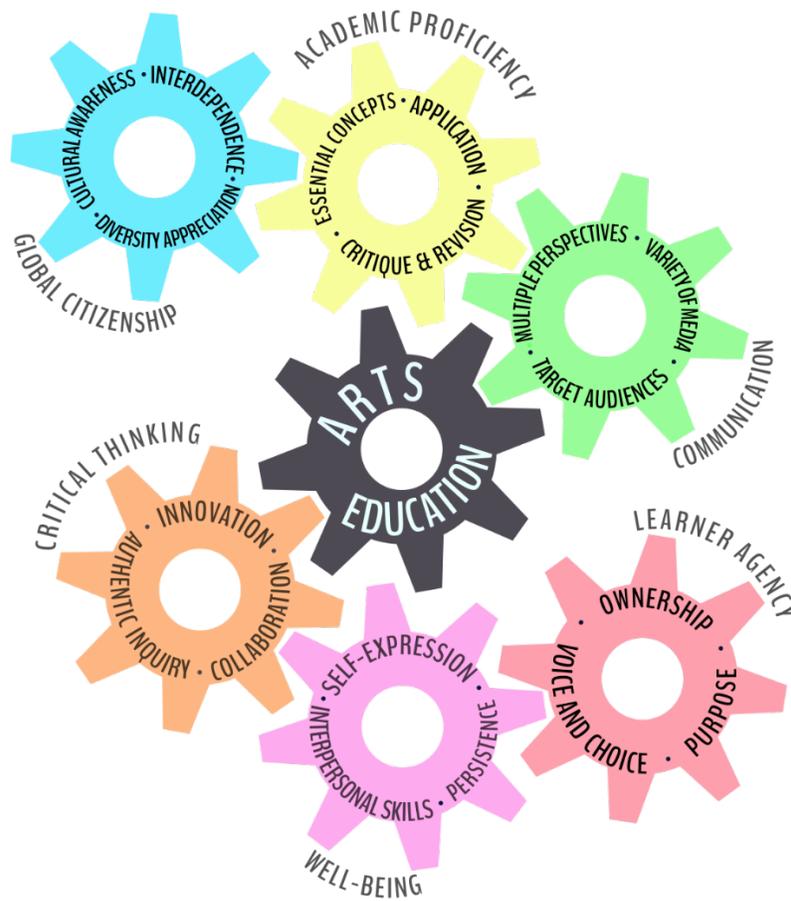
Arts Education: A Path to a Portrait of a Graduate

Purpose

The purpose of this document is to identify elements of the National Core Art Standards (NCAS) that intersect with a [Vermont Portrait of a Graduate](#). These intersections and curated resources can be used by schools, SU/SDs, arts programs, and non-arts programs to target specific attributes of the Portrait throughout students' school experiences.

Introduction: A Path to a Portrait

The visual and performing arts can serve as a pedagogical tool for supporting the performance indicators in the [Vermont Portrait of a Graduate](#). Embedded in the Portrait are key concepts explorable through the arts. Whether districts have developed their own Portraits or are using the Vermont Portrait as a framework, arts education can be a source of guidance for intentionally and meaningfully focusing on the attributes in school settings.



Contact Information:

If you have questions about this document or would like additional information please contact:
Kyle Anderson, Student Pathways Division, at kyle.anderson@vermont.gov.

Learner Agency

Ownership • Voice and Choice • Purpose

Instruction which emphasizes [metacognitive processes](#) is critical in supporting self-assessment and self-regulated learning among students, both of which are teachable skills that will prepare students to be independent, life-long learners. Through arts education, students can explore their learner identity and develop a sense of self in a personalized format across media; they can apply their own experiences, skills, and learning preferences to an inquiry- and choice-based artistic challenge.

[NCAS Essential Questions](#): How do life experiences influence the way you relate to art? How do artists determine what resources and criteria are needed to formulate artistic investigations? How do artists and designers determine goals for designing or redesigning objects, places, or systems?

Global Citizenship

Interdependence • Diversity Appreciation • Cultural Awareness

The visual and performing arts have long served as a platform for engendering social change; the arts are a form of accessible communication with which issues of social justice can be addressed to a wide audience. Additionally, they exist globally and across cultures, making it a valuable source for culturally sustaining pedagogy and development of [cultural awareness](#). These factors can guide students through making meaning of the world in which they live via the arts, thus developing a sense of place and belonging for themselves and others

[NCAS Essential Questions](#): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does learning about art impact how we perceive the world? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Academic Proficiency

Application • Critique and Revision • Essential Concepts

In any of the arts disciplines, students are able to determine an overall concept, how they gain understanding and knowledge needed to communicate that concept, strategies to refine and improve upon skills and ideas, and how an idea is best performed or presented to an audience. Adding to both a student's proficiency and learner agency, arts education allows for monitoring thinking, refining and reflecting ideas, adapting to a challenge, and [applying essential content knowledge and skill](#) through critiques and documentation (e.g., sketches, models, rehearsals, performance, products) of collaborative and individual processes.

[NCAS Essential Questions](#): How does knowing and using art vocabularies help us understand and interpret works of art? How do artists and designers determine whether a particular direction in their work is effective? How does refining work affect its meaning to the viewer or audience?

Communication

Multiple Perspectives • Target Audiences • Variety of Media

[Communicating effectively through the arts](#) can add to a student's collaboration skills. Analysis and interpretation of works and pieces from diverse groups of artists supports students in considering multiple perspectives, allowing them to empathize when working in groups, fully reflecting on feedback and critiques, and consider the perceptions of the audience when developing performances, presentations, or displays.

[NCAS Essential Questions](#): How does collaboration expand the creative process? How do artists and designers create works that effectively communicate? How does collaboratively reflecting on a work help us experience it more completely?

Critical Thinking and Problem Solving

Authentic Inquiry • Collaboration • Innovation

[Critical and creative thinking](#) are at the core of arts education, specifically through exploration of media & concept, ideation, and inquiry. To create a thoughtful and informed work or performance, students must respond to a creative challenge through an authentic process. In the arts, this can be done in a real-world or personally relevant context; students can synthesize information from other disciplines, conduct research on a topic about which they are creating work, respond to an important experience, and determine a [personally selected solution](#) to a challenge.

[NCAS Essential Questions](#): What conditions, attitudes, and behaviors support creativity and innovative thinking? How do artists determine what resources and criteria are needed to formulate artistic investigations?

Well-Being

Interpersonal Skills • Self-Expression • Persistence

Students of the arts explore relationships among colors, lines, forms, shapes, sounds, rhythm, and movement to develop personalized and authentic strategies for self-expression. A major aim of arts education is to support students in understanding their positive attributes and how to use them to [help themselves and others](#) (i.e. a sense of purpose). To do this, students must recognize their fixed and growth mindsets and how each either hinders or supports their

development as a citizen. Whether it's through creating or interpretation of performances or work, the arts education experience provides support for this recognition; students engage in a pursuit to refine techniques and concepts throughout the creative process.

[NCAS Essential Questions](#): How does engaging in creating art enrich people's lives? What factors prevent or encourage people to take creative risks? What role does persistence play in revising, refining, and developing work?