

# High School Graduation Requirement Guidelines



## VISUAL, PERFORMING AND APPLIED ARTS

- Create
- Perform
- Respond/Analyze

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## Graduation Requirement Guidelines Review Introductory Statement Visual, Performing, and Applied Arts

### Introduction

On April 20, 2006, Governor Jennifer M. Granholm [signed into law](#) a rigorous new set of statewide high school graduation requirements called the Michigan Merit Curriculum that are among the best in the nation. ([Public Acts 123 & 124](#))

The Michigan Merit Curriculum will be required for graduation starting with the Class of 2011. The curriculum requires 16 credits for graduation, which could be acquired through subject and integrated (mixed subject) classes, as well as, career and technical education programs and requires the Michigan Department of Education to develop credit guidelines for all of the Michigan Merit Curriculum credits including Visual, Performing and Applied Arts.

To develop the Visual, Performing and Applied Arts guidelines, the department established an Academic Work Group, co-chaired by Aaron P. Dworkin, Sphinx Organization; Robert Root-Bernstein, Michigan State University; and Sharon L. Vasquez, Wayne State University with representation from higher education, K-12 education, and the cultural and business sectors.

The committee has met and drafted the Visual, Performing and Applied Arts guidelines. We value your input and would like to invite you to review these DRAFT guidelines and provide input by completing the **attached** survey by July 12, 2006.

# Graduation Requirement Guidelines for the Visual, Performing and Applied Arts

## Guidelines

The State Board of Education's expectation is that all K-12 students should achieve at the basic level in each of the arts disciplines and achieve proficiency in at least one art discipline by graduation from high school.

The guidelines in this document represent three strands within the "Artistic Process": **CREATE, PERFORM, RESPOND/ANALYZE**. The strands and guidelines correspond to Michigan's Arts Education Content Standards and Benchmarks

([http://www.michigan.gov/documents/ARTS\\_Standards\\_11402\\_7.pdf](http://www.michigan.gov/documents/ARTS_Standards_11402_7.pdf))

approved by the State Board of Education in 1998. There are multiple guidelines within each strand that may be addressed through the visual, performing, or applied arts disciplines.

The guidelines for the 1-credit graduation requirement in the Visual, Performing and Applied Arts are designed to provide all high school students with a rigorous foundation in the artistic process that can be easily adapted to a specific arts discipline or level of student proficiency.

These guidelines support curriculum development along with Michigan's Arts Education Content Standards and Benchmarks for Dance, Music, Theatre and the Visual Arts

([http://www.michigan.gov/documents/ARTS\\_Standards\\_11402\\_7.pdf](http://www.michigan.gov/documents/ARTS_Standards_11402_7.pdf) and/or Michigan's Career Cluster Mastery Grid

([http://www.michigan.gov/documents/Assessment\\_Grid\\_Arts\\_Land\\_116037\\_7.xls](http://www.michigan.gov/documents/Assessment_Grid_Arts_Land_116037_7.xls)). The skills and content addressed in these guidelines will, in practice, be woven together into a coherent and dynamic visual, performing or applied arts curriculum centered round the complete artistic process, the centerpiece of the guidelines in this document. The emphasis is not on courses but on credits.

The Artistic Process model which follows the guidelines, illustrates the dynamic cycles and multiple entry points to the artistic process that is central to these guidelines and involves: observation, exploration, innovation, problem-solving, skill development, creation, presentation, reflection, and delayed closure- all key to the artistic process.

# Visual, Performing and Applied Arts Credit Guidelines

To meet the 1-credit graduation requirement in the visual, performing and applied arts, students will develop a working understanding of the artistic process by demonstrating proficiency in all of the following guidelines in this document in one or more courses.

## **Strand I: Create (C)**

*Students:*

- C.1. Understand the organizational principles of the art discipline. Recognize patterns and associations as they are realized through the acquisition of knowledge, techniques and skills.
- C. 2. Formulate an idea, question, or problem that is informed by the history, tradition and contemporary cultural contexts of the art discipline.
- C.3. Engage in the full iterative cycle of the artistic process by problem-seeking, exploring, and making analytical and aesthetic choices while delaying closure.
- C.4. Use state of the art resources and tools to facilitate critical decision-making, problem-solving, editing, and the creation of solutions.
- C.5. Reflect on and articulate the steps of the artistic process.

## **Strand 2: Perform (P)**

*Students:*

- P.1. Understand and demonstrate proficiency in use of appropriate vocabularies, materials, tools, techniques, elements, principles, intellectual methods and conceptual strategies of the art discipline.

- P.2. Learn new ways of thinking, processing and communicating ideas, emotions, and experiences through the art discipline.
- P.3. Apply the organizational principles and functions of the art discipline to address opportunities or solve problems with insight, reason, and technical proficiency.
- P.4. Understand relationships among the artist (student), the art (product), and a variety of potential audiences.
- P.5. Perform, exhibit, or publish their work for an audience.

### **Strand 3: Respond/Analyze (R)**

#### *Students:*

- R. 1. Observe, describe, reflect on, analyze, and interpret works of the visual, performing or applied arts.
- R.2. Describe, analyze and understand connections among the visual, performing, and applied arts; between the arts and other academic disciplines; between these arts and everyday life.
- R.3. Describe, analyze and understand the visual, performing, or applied arts in historical, contemporary, social and cultural contexts.
- R.4. Analyze and reflect on the personal and social meaning derived from an artistic experience.

# Artistic Process

As illustrated by cycles of exploration and delayed closure

For the purpose of curriculum development, the three strands Creating, Performing, and Responding/Analyzing have been identified. In practice, the artistic process is always dynamic, wholly integrated, organic and complex. The artistic process draws upon skills, knowledge and practices from each strand. Each stage of the process combines experiential, affective, emotional, self-reflective and analytical understanding. The main goal of the graduation requirement is to provide students with experience in the artistic process as a whole. This process is non-linear and iterative, characterized by cycles of exploration and delayed closure in which students essay a variety of approaches sustaining a realm of possible creations before settling on a product or performance. There are therefore a multitude of paths through the artistic process and each stage of the process may interact with and embody several different guidelines.

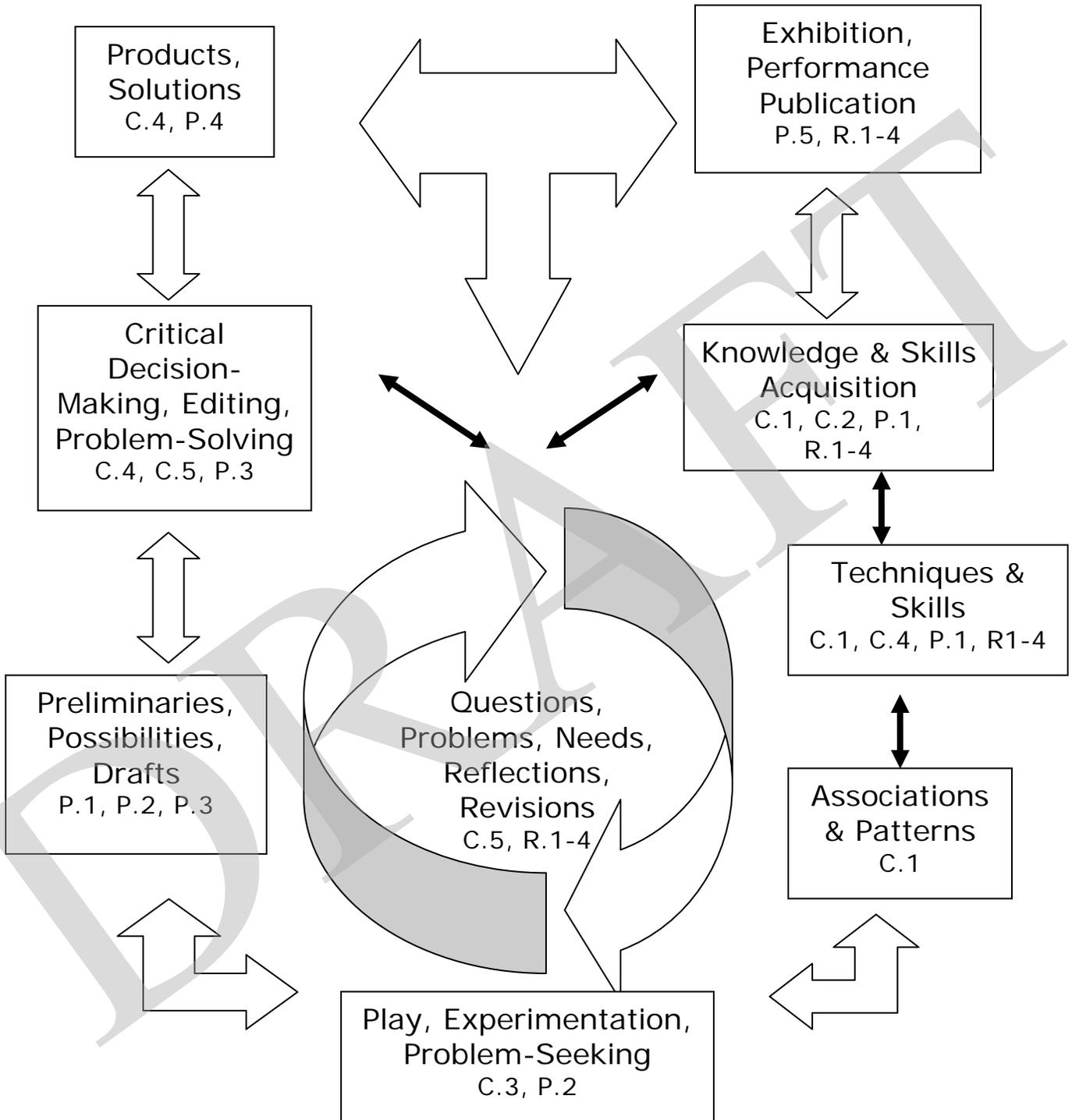
For example, the artistic process always begins with questions and problems. Such questions and problems may derive from an informed knowledge of the history, traditions or contemporary cultural contexts of a discipline [C.2]; from applying the organizational principles and functions of a discipline to a particular performance [P.3]; or trying to understand, analyze, and describe connections among various arts [R.2]. Moreover, the nature of the problems and questions posed at each stage of the process will differ: skill acquisition [C.1, C.2, P.1, R.1, R.3] poses problems that are of a different nature in each art and which, in turn, differ from the problems posed by critical decision-making and editing [C.4, C.5, P.3].

In addition, each artistic production may proceed through different dynamic and iterative paths through the process. An exciting question may arise from viewing another artist's exhibition or performance [C.1, C.4, P.1], or making new associations between knowledge [C.1]. Experimenting with possible solutions to a problem [C.3, P.2] may yield one major insight or many iterative approximations [P.1, P.2, P.3] before a solution [C.4, P.4] that passes critical examination is achieved [C.4, C.5, P.3, R.1-4].

Another possibility is that new problems may be posed [C.2, P.3, R.2] that redefine what new knowledge, skills, and techniques [C.1, C.4, P.1] need to be acquired. Students should experience various iterative and dynamic paths through the artistic process and be able to describe and analyze the steps and their various relationships.

# Artistic Process

As illustrated by cycles of exploration and delayed closure



## Review of the Graduation Requirement Guidelines for the Visual, Performing and Applied Arts

To enter the survey, please click on the following link:  
[Visual, Performing and Applied Arts Survey](#)

The Michigan Department of Education would like to thank you for your participation and values your input.