

Michigan Merit Curriculum Visual, Performing, and Applied Arts Credit Guidelines

Sample Alignment Tool I: Alignment of Course Objectives to MMC VPAA Credit Guidelines, Content Standards, and Benchmarks

Alignment tool I is a tool for districts and schools to:

1. Align course objectives with state/national standards
- and*
2. Align course objectives with the Michigan Merit Curriculum’s Visual, Performing, and Applied Arts (VPAA) Credit Guidelines to determine appropriateness of the course for the VPAA credit.

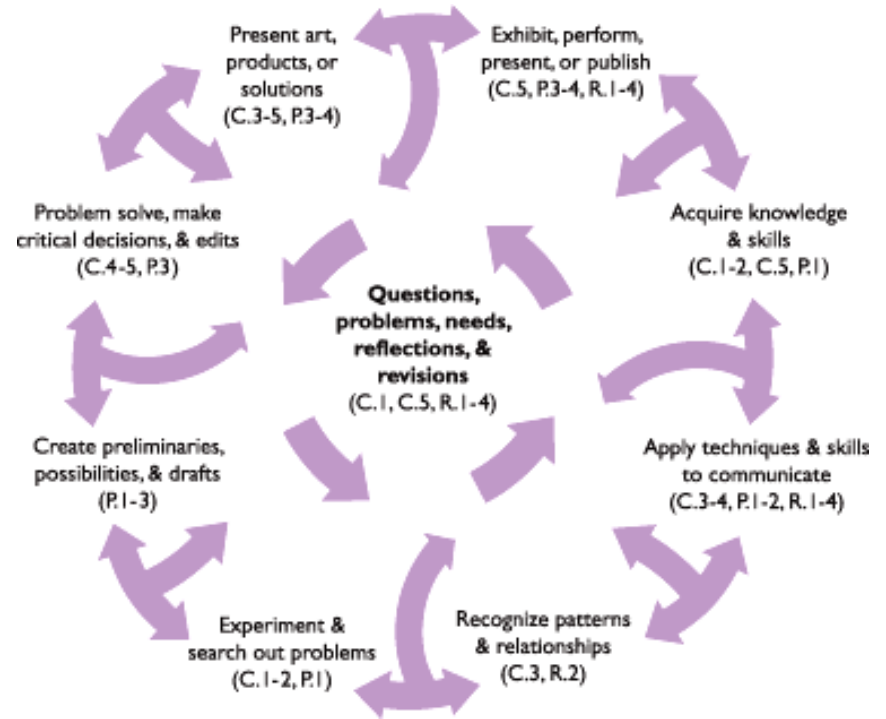
The goal of the visual, performing, and applied arts graduation requirement is to ensure that all students have a foundation and experience in the complete artistic/creative process, and that they achieve competence in this process by the time they graduate from high school.

Students must satisfactorily demonstrate competence in all credit guidelines through one or more courses to meet the one credit graduation requirement in the visual, performing, and applied arts.

The guidelines are organized into three strands: Create, Perform, and Respond. Students should experience various iterative and dynamic paths through the complete artistic/creative process and be able to describe and analyze the steps and their various relationships.

The artistic/creative process is non-linear and iterative, characterized by cycles of exploration as illustrated.

Please use this alignment tool along with the complete Michigan Merit Curriculum Credit Guideline document available at: http://www.michigan.gov/mde/0,1607,7-140-38924_41644_42820---,00.htm



State or National Standards:

Publication date of standards used:

Course Title:	Course No.	Dept.	Publication date of standards used:	
VPAA HS Credit Guideline		Course Objectives	State/National Standard	Benchmark
STRAND I: CREATE (C)				
C.1.1	Problem seeking Engage in full iterative cycles of the artistic/creative process by problem seeking, exploring, making analytical, application, aesthetic, and design choices, before completion.			
C.1.2	Exploring Develop an idea, question, or problem that is guided by the personal, historical, contemporary, cultural, environmental, and/or economic contexts of the visual, performing, or applied arts discipline.			
C.1.3	Analytical choices Understand, recognize, and use the elements, organizational principles, patterns, relationships, techniques, skills, and applications of the visual, performing, or applied arts discipline.			
C.1.4	Application choices Use the best available and appropriate instruments, resources, tools, and technologies to facilitate critical decision-making, problem solving, editing, and the creation of solutions.			
C.1.5	Aesthetic choices Reflect on and articulate the steps and various relationships of the artistic/creative process.			

VPAA HS Credit Guideline		Course Objectives	State/National Standard Benchmark	
STRAND II: PERFORM (P)				
P.1.1	<p>Techniques Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual, performing, or applied arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.</p>			
P.1.2	<p>Elements Demonstrate skillful use of appropriate vocabularies, tools, instruments, and technologies of the visual, performing, or applied arts discipline.</p>			
P.1.3	<p>Principles Describe and consider relationships among the intent of the student/artist, the results of the artistic/creative process, and a variety of potential audiences or users.</p>			
P.1.4	<p>Intellectual methods Perform, present, exhibit, publish, or demonstrate the results of the artistic/creative process for an audience.</p>			

VPAA HS Credit Guideline		Course Objectives	State/National Standard Benchmark	
STRAND III: RESPOND (R)				
R.1.1	Observe Observe, describe, reflect, analyze, and interpret works of the visual, performing, or applied arts.			
R.1.2	Describe Identify, describe, and analyze connections across the visual, performing, and applied arts disciplines, and other academic disciplines.			
R.1.3	Reflect Describe, analyze, and understand the visual, performing, or applied arts in historical, contemporary, social, cultural, environmental, and/or economic contexts.			
R.1.4	Analyze Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic/ creative process.			