



Visual and Performing Arts Sample Learning Targets for Design

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Document Introduction

The Visual and Performing Arts are not only a vital component of a well-rounded education but also a powerful avenue for self-expression, creativity, and understanding. As educators, our mission is to cultivate these essential skills in our learners, enabling them to engage with the world around them through various artistic mediums.

This *Visual and Performing Arts Sample Learning Targets* document serves as a resource designed to guide educators in effectively implementing the *South Carolina College- and Career-Ready Visual and Performing Arts Proficiency Standards (SC CCR VPAPS)* within their classrooms.

The SC CCR VPAPS provide expectations for developmental growth across four artistic processes: Creating, Performing or Presenting, Responding, and Connecting. Within each of these artistic processes there is a framework of Benchmarks and Indicators. The Benchmarks simply establish the proficiency levels while the Indicators clearly outline what students should know and/or be able to demonstrate .

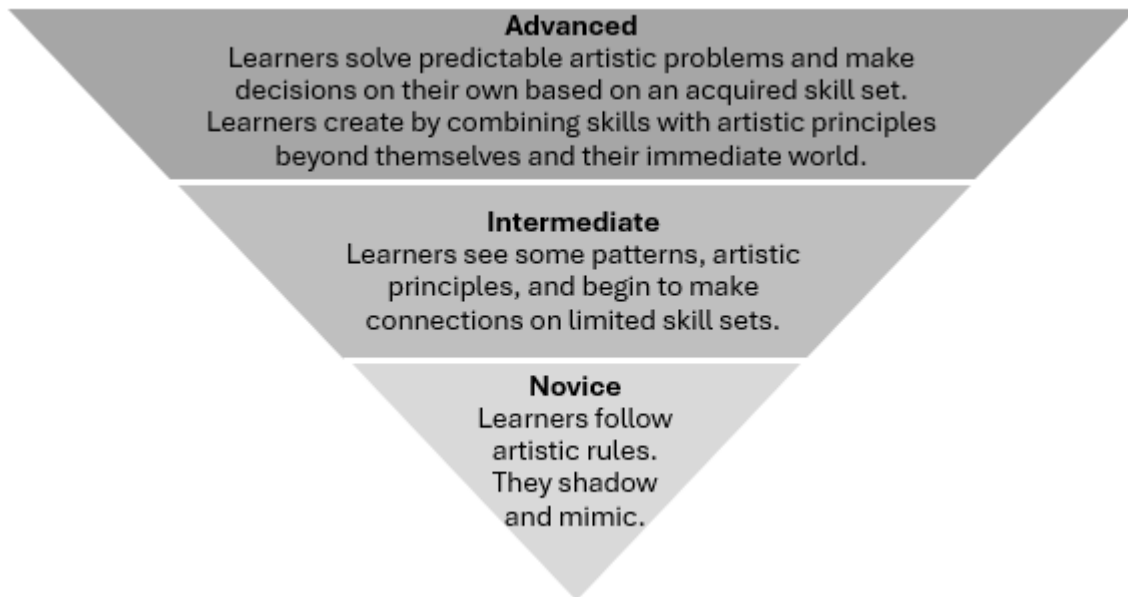
The Sample Learning Targets (SLT) included in this document are not intended to serve as a prescriptive curriculum or a one-size-fits-all approach. Instead, SLT are intended to provide educators with examples of how they might articulate instructional objectives related to the indicators. These SLT illustrate possible ways learners might demonstrate their abilities and understanding that can be adapted to fit the unique needs, context, and instructional style of each classroom.

Proficiency-Based Standards, Instruction, and Assessment

Proficiency-based standards represent a revolutionary approach to education that emphasizes mastery of skills and demonstration of knowledge. Learners progress toward proficiency at different rates, often influenced by instructional time, resulting in varied levels of proficiency among similarly aged learners. By prioritizing individual progress and personalized learning experiences, proficiency-based standards aim to cultivate a deeper understanding of the subject matter. The *SC CCR VPAPS* delineate a progression of skills based on proficiency rather than traditional grade levels, enabling educators to effectively identify and differentiate instruction and assessment for all learners. This document outlines indicators that learners should demonstrate at three distinct levels of proficiency.

Proficiency-based instruction and assessment rely on the planned, intentional use of clear learning objectives, formative assessment, and summative assessment. Personalized instruction and feedback mechanisms are essential components of the educational structure.

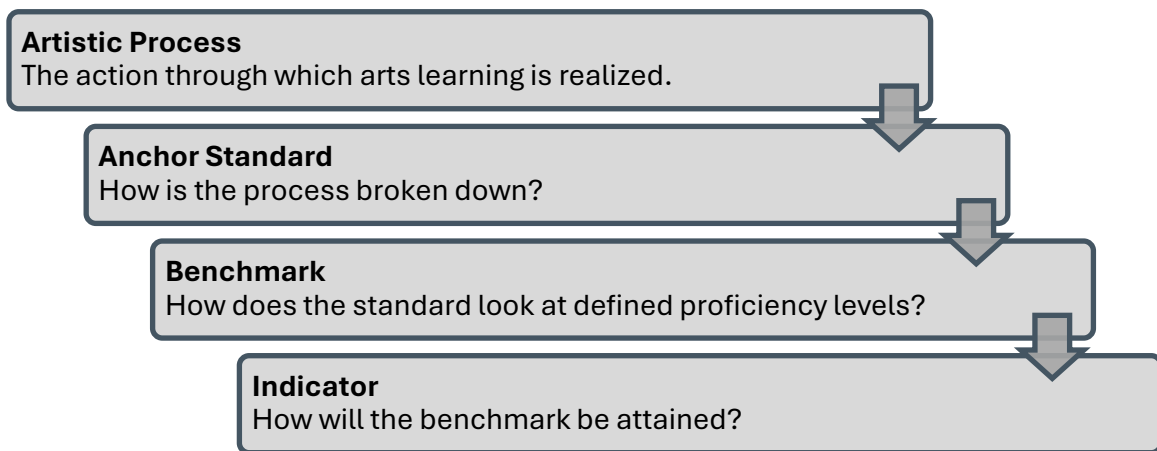
The three proficiency levels used within this document—Novice, Intermediate, and Advanced—are further subdivided into low, mid, and high sublevels.



SC CCR VPAPS Organization

The SC CCR VPAPS are organized according to the artistic processes outlined in the national arts standards, providing a unified structure for all arts disciplines. The order of the artistic processes and anchor standards is NOT intended to prescribe an instructional sequence.

Each artistic process is broken down into anchor standards that define learning and provide overarching goals. Benchmarks deconstruct the anchor standard into defined levels of proficiency to establish course or unit learning targets. Indicators dissect the benchmarks to further clarify specific learning goals.



Artistic Processes

The artistic processes are the cognitive and physical actions by which arts learning is realized. Inspired by the National Assessment of Educational Progress (NAEP) Arts Education Framework, the artistic processes are: Creating; Performing or Presenting; Responding; and Connecting. The collective inclusion of indicators from the four artistic processes in the development and alignment of instructional units differentiates what learners should experience in an arts education classroom versus what an individual might experience in a private studio.

The artistic processes are color-coded, as follows, for quick identification.

Artistic Process: Creating
Artistic Process: Performing/Presenting
Artistic Process: Responding
Artistic Process: Connecting

Creating, Responding, and Connecting are used in each of the arts disciplines; however, their “I can” descriptors may differ slightly from one discipline to another. Performing and Presenting are specific to their related disciplines. Performing is the artistic process demonstrated through dance, general music, choral music, instrumental music, and theatre. Presenting is the artistic process demonstrated through design, media arts, and visual arts.

Anchor Standards

Anchor standards provide broad, overarching guidelines that shape the learning process within artistic disciplines by expressing essential competencies developed consistently across all proficiency levels. All proficiency benchmarks map to these anchor standards, ensuring that each benchmark supports the overarching goals established by them.

The anchor standards are color-coded similarly to artistic processes.

Artistic Process: Creating
Anchor Standard(s)

Artistic Process: Performing/Presenting
Anchor Standard(s)

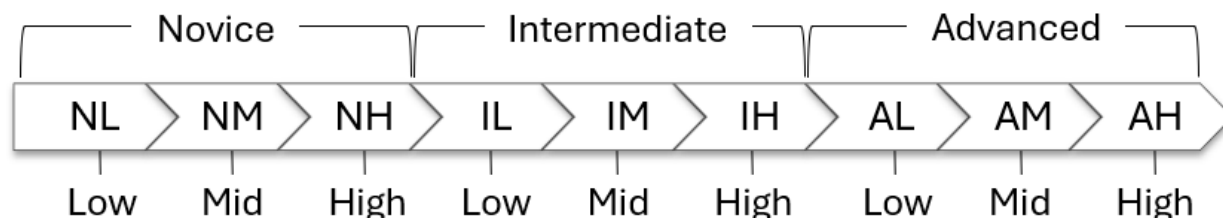
Artistic Process: Responding
Anchor Standard(s)

Artistic Process: Connecting
Anchor Standard(s)

For instructional planning purposes, anchor standards should be utilized in the development of long-range goals for student achievement. Anchor standards are achieved over the course of a year or multiple years.

Benchmarks

Benchmarks are statements describing the skills and knowledge learners should demonstrate at each level of proficiency. Benchmarks begin with “I can,” empowering learners to chart their own progress fostering self-reflection, goal setting, and a strong sense of ownership over their individual learning journey towards mastery.



Building upon these foundations, benchmarks are carefully structured across a continuous spectrum of knowledge and skill acquisition. This continuum encompasses three primary levels (Novice, Intermediate, and Advanced), each representing a significant milestone in the learning process. It is important to note that these levels are not intended to directly correlate with traditional educational stages like elementary, middle, and high school. For example, a student in elementary school may exhibit Advanced proficiency in a specific discipline, while a high school student embarking on a new artistic pursuit may initially fall into the Novice category. Within each of these levels, further granularity is achieved through sub-levels designated as Low, Mid, and High. These sub-levels allow for a more nuanced assessment of progress. The benchmarks function as a series of progressive steps; learners should successfully demonstrate mastery of all indicators within a given benchmark before advancing to the subsequent, more challenging benchmark. This sequential structure ensures a steady and measured development of skills and knowledge, leading towards a comprehensive understanding of the art form.

For instructional planning purposes, benchmarks should be utilized in the development of unit goals and objectives for student achievement. Benchmarks are traditionally achieved over the course of a unit consisting of one or more lessons.

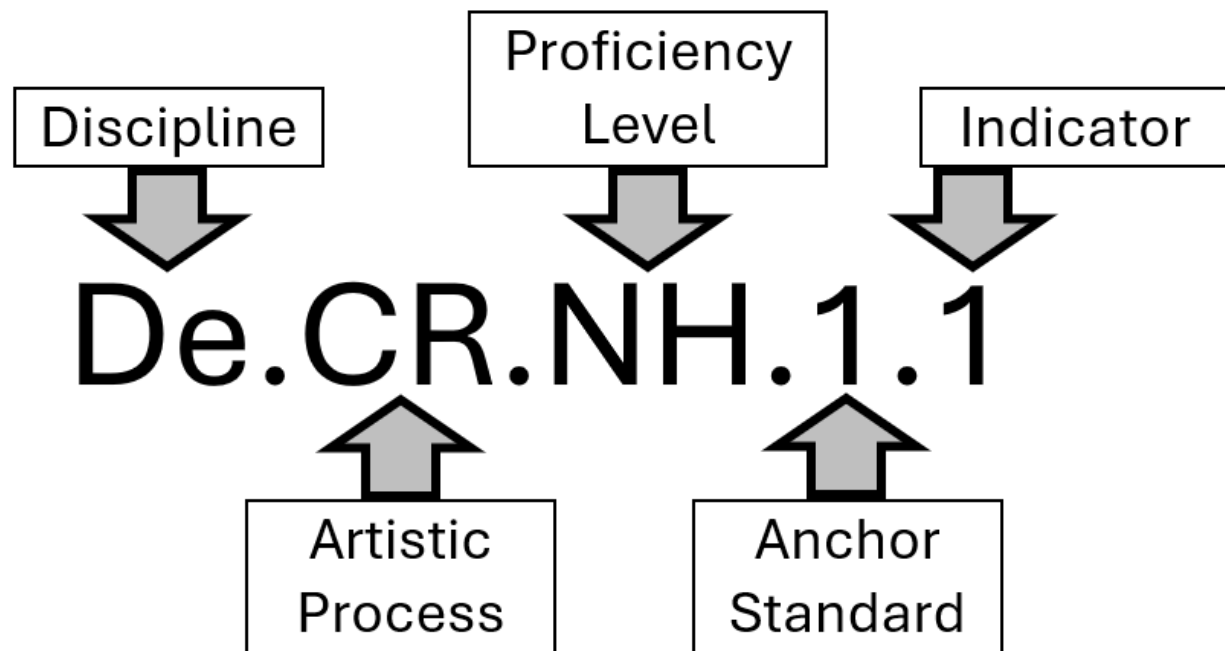
Indicators

Indicators serve as critical tools in the educational framework, breaking down benchmarks into specific, observable functions that outline the range of skills and knowledge a learner is expected to attain. These indicators clarify what learners should be able to demonstrate at various points in their learning journey, providing a clear set of expectations without prescribing the methods of instruction or assessment. By highlighting the “what” rather than the “how,” indicators empower educators with the flexibility to tailor their teaching strategies and assessment approaches to meet the unique needs of their students. This adaptability fosters an environment in which personalized learning can flourish, enabling educators to experiment with various pedagogical techniques while ensuring that each learner can achieve and demonstrate the necessary competencies outlined in the benchmarks.

For instructional planning purposes, indicators should be utilized in the development of individual lessons since they include the specific skills and knowledge that are both taught and assessed. The sequence in which indicators are addressed within a unit or lesson is flexible; while a logical progression may be beneficial, there is no strict requirement to teach indicators in a predetermined order. However, it is crucial to recognize that a student's successful achievement of a proficiency benchmark is only confirmed when they have successfully demonstrated mastery of all the indicators within that benchmark. This structure allows educators to adapt their teaching to suit the unique learning styles and needs of their students, while still ensuring a comprehensive and well-rounded understanding of the artistic discipline.

Coding System

The coding of the *SC CCR VPAPS* is presented in a format showing the arts discipline, artistic process, proficiency level, anchor standard number, and indicator number.



De.CR.NH.1.1 = Design, Creating, Novice High, Standard 1, Indicator 1

Design Introduction

Students who participate in standards-based visual and performing arts education programs in South Carolina are heirs to excellent arts opportunities and programs because of the vision and tenacity of generations of devoted arts educators in our state.

Design education and thinking plays a critical role in fostering creativity, innovation, and problem-solving skills among students in South Carolina and should be an essential component of the arts curriculum. The *South Carolina College- and Career-Ready Visual and Performing Arts Proficiency Standards (SC CCR VPAPS)* provide a comprehensive framework that encourages learners to explore various design principles and practices across a range of media.

The design standards are organized in steps that parallel the design process. Learners move through the standards, as shaped by the design process, by working independently and collaboratively with others in order to reach an aesthetically effective and functional outcome. Through hands-on projects, collaborative learning, and interdisciplinary approaches, students are encouraged to develop their own design identities while also appreciating the works of professional designers and artists.

A study published in the *Journal of Social and Educational Research* found that students involved in design-related projects demonstrated enhanced cognitive flexibility and improved problem-solving abilities (Rheid Mohammed, 2023). Teaching through design reaches all learners and allows them to approach design thinking from their own personal perspectives and abilities.

Design is all around us and permeates every aspect of our lives. From waking up and deciding what to wear to making choices about our environment, purchases, and recreation, we interact with the work of designers. The design fields include, but are not limited to, Communication Design, Environmental Design, Experiential Design, and Object Design.

The design standards are written to be applicable across all content areas. Traditionally considered under visual arts, problem solving through design thinking may be applied to their artistic work, but, just as importantly, it also may be used for project work in other disciplines. Effective practices will be employed in all student work as a result of studying the *SC CCR VPAPS*.

Novice Design Sample Learning Targets

Artistic Process: Creating – I can conceive and develop new design ideas and work.

Anchor Standard 1: I can conceive and develop a design challenge.

Proficiency Level: Novice Low (NL)	Benchmark: De.CR.NL.1 – I can recognize design questions.
Indicator	Sample Learning Targets
De.CR.NL.1.1 – I can answer the design challenge questions who, what, and where in order to define the design challenge.	• I can answer “who” the design challenge impacts. • I can answer “what” the design challenge is for. • I can answer “where” the design challenge will be impacted.
Proficiency Level: Novice Mid (NM)	Benchmark: De.CR.NM.1 – I can recognize how design questions are used to solve problems.
Indicator	Sample Learning Targets
De.CR.NM.1.1 – I can answer the design challenge questions who, what, when, and where in order to define the design challenge.	• I can answer “when” the design challenge will occur. • I can use design questions to recognize how to define a design challenge.
Proficiency Level: Novice High (NH)	Benchmark: De.CR.NH.1 – I can answer design challenge questions.
Indicator	Sample Learning Targets
De.CR.NH.1.1 – I can answer the design challenge questions who, what, when, where, why, and how in order to define the design challenge.	• I can answer “why” the design challenge is needed. • I can answer “how” the design challenge will be implemented.

Artistic Process: Creating – I can conceive and develop new design ideas and work.

Anchor Standard 2: I can research to explore and identify aspects of the design challenge.

Proficiency Level: *Benchmark: De.CR.NL.2 – I can recognize research methods.*
Novice Low (NL)

<i>Indicator</i>	<i>Sample Learning Targets</i>
De.CR.NL.2.1 – I can use a research method to investigate the design challenge.	• I can observe (using the five senses) the existing designs. • I can observe an object in use. • I can see and feel the parts of a design object.

Proficiency Level: *Benchmark: De.CR.NM.2 – I can recognize how research is used to solve a design problem.*
Novice Mid (NM)

<i>Indicator</i>	<i>Sample Learning Targets</i>
De.CR.NM.2.1 – I can use research methods to investigate the design challenge.	• I can use more than one of the following: observation, printed materials, technology, and/or interviewing. • I can use printed materials to learn about an object. • I can interview others for research information.

Proficiency Level: *Benchmark: De.CR.NH.2 – I can apply research methods.*
Novice High (NH)

<i>Indicator</i>	<i>Sample Learning Targets</i>
De.CR.NH.2.1 – I can use a variety of methods to investigate the design challenge.	• I can use a variety of the following research methods: observation, printed materials, technology, and/or interviewing. • I can observe, sketch, or record (photography, video) an object to show what I've learned about the design object. • I can interview individuals with experience with an object to determine possible aspects to redesign.

Artistic Process: Creating – I can conceive and develop new design ideas and work.

Anchor Standard 3: I can select and create possible solutions to the design challenge.

Proficiency Level: **Benchmark: De.CR.NL.3 – I can recognize design thinking.**
Novice Low (NL)

<i>Indicator</i>	<i>Sample Learning Targets</i>
De.CR.NL.3.1 – I can use a design thinking strategy to list possible design solutions to the challenge.	• I can name possible solutions. • I can stay on topic to randomly call out ideas for possible design solutions.

Proficiency Level: **Benchmark: De.CR.NM.3 – I can recognize how design thinking is used to solve a design problem.**
Novice Mid (NM)

<i>Indicator</i>	<i>Sample Learning Targets</i>
De.CR.NM.3.1 – I can use more than one design thinking strategy to list possible design solutions to the challenge.	• I can use more than one of the following: list aloud, popcorn brainstorming, passing brainstorming to provide possible solutions. • I can create questions rather than ideas to inspire further thinking. • I can listen to others and participate in one conversation at a time to provide possible design solutions.

Proficiency Level: **Benchmark: De.CR.NH.3 – I can apply design thinking strategies.**
Novice High (NH)

<i>Indicator</i>	<i>Sample Learning Targets</i>
De.CR.NH.3.1 – I can use a variety of design thinking strategies to list possible design solutions to the challenge.	• I can determine which solutions can be used in the design challenge. • I can provide a visual or drawing to explain my idea. • I can organize my ideas using mind maps.

Artistic Process: Creating – I can conceive and develop new design ideas and work.

Anchor Standard 4: I can create an original prototype.

Proficiency Level: *Benchmark: De.CR.NL.4 – I can recognize a prototype.*
Novice Low (NL)

<i>Indicator</i>	<i>Sample Learning Targets</i>
De.CR.NL.4.1 – I can explore using physical models, space models, interactions, and storytelling as prototypes.	• I can role play to act out solutions to a design challenge. • I can explore space models with geometric forms in a given area. • I can use my words to tell about my design idea.

Proficiency Level: *Benchmark: De.CR.NM.4 – I can recognize how a prototype is used to solve a design challenge.*
Novice Mid (NM)

<i>Indicator</i>	<i>Sample Learning Targets</i>
De.CR.NM.4.1 – I can use strategies to create a two-dimensional drawing or a three-dimensional model of a design solution.	• I can use clay or other materials to create a model of a new cup design. • I can draw a new logo design.

Proficiency Level: *Benchmark: De.CR.NH.4 – I can explore materials, techniques, and processes to create a prototype.*
Novice High (NH)

<i>Indicator</i>	<i>Sample Learning Targets</i>
De.CR.NH.4.1 – I can use basic materials and techniques to develop a model of my design ideas.	• I can work with a team to explore and select the most appropriate materials to build/compose the prototype. • I can work with a team to explore and select the most appropriate techniques and processes to build/compose the prototype.

Artistic Process: Presenting – I can present new design ideas and work.

Anchor Standard 5: I can present my final design solution

Proficiency Level: Novice Low (NL)	Benchmark: De.P.NL.5 – I can share my design with a small group.
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Indicator	Sample Learning Targets
De.P.NL.5.1 – I can share my prototype and answer simple questions about the design solution.	• I can show my prototype to my peers. • I can answer questions about the “what” of the design solution.

Proficiency Level: Novice Mid (NM)	Benchmark: De.P.NM.5 – I can identify how a design presentation is used to solve a design challenge.
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Indicator	Sample Learning Targets
De.P.NM.5.1 – I can explain the design challenge and my design solution.	• I can explain the “who, what, where” of the design challenge. • I can explain the “when, and how” of the design challenge.

Proficiency Level: Novice High (NH)	Benchmark: De.P.NH.5 – I can present my design solution to a design challenge.
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Indicator	Sample Learning Targets
De.P.NH.5.1 – I can present my design solution to the challenge using a visual.	• I can draw my ideas to present my design challenge solution. • I can create a presentation board to help explain my design challenge solution.

Artistic Process: Responding- I can respond to feedback from others on new design ideas and work.

Anchor Standard 6: I can reflect and revise based on feedback and input.

Proficiency Level: Novice Low (NL)	Benchmark: De.R.NL.6 – I can recognize how reflection is necessary in the design process.
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Indicator	Sample Learning Targets
De.R.NL.6.1 – I can identify the strengths of my design and designs of others.	- I can listen and respond to the opinions of others. - I can list the positive comments about my design.

Proficiency Level: Novice Mid (NM)	Benchmark: De.R.NM.6 – I can recognize that revision is necessary in the design process.
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Indicator	Sample Learning Targets
De.R.NM.6.1 – I can identify areas of my design and the designs of others that need improvement.	- I can work with others to list possible improvements to our solution. - I can list changes I would make to my design solution.

Proficiency Level: Novice High (NH)	Benchmark: De.R.NH.6 – I can encourage feedback to my design and the designs of others by asking and answering questions.
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Indicator	Sample Learning Targets
De.R.NH.6.1 – I can prepare some questions for feedback to help me revise my design.	- I can ask what new materials could be used in a design solution. - I can ask simple questions about a design solution. - I can ask questions about who needs the design.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 7: I can identify and examine design through history and world culture.

Proficiency Level: Novice Low (NL)	Benchmark: De.C.NL.7 – I can recognize some examples of design found in my home and community.
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Indicator	Sample Learning Targets
De.C.NL.7.1 – I can find and name some designs (object environmental, communication, or experiential) around me.	• I can find and name some design objects that I use every day. • I can find and name some environmental designs in my school and community. • I can recognize the use of communication design in newspapers, billboards, and commercials. • I can recognize the use of experiential design in playgrounds, video games and amusement parks.

Proficiency Level: Novice Mid (NM)	Benchmark: De.C.NM.7 – I can recognize differences in designs found in my home and community.
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Indicator	Sample Learning Targets
De.C.NM.7.1 – I can name some different design materials and methods of construction.	• I can identify the methods used for communication design. • I can discuss the materials used in an environmental design. • I can describe how a design was made.

Proficiency Level: Novice High (NH)	Benchmark: De.C.NH.7 – I can describe differences in designs from various cultures throughout history.
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Indicator	Sample Learning Targets
De.C.NH.7.1 – I can compare how designs are different in various cultures throughout history.	• I can group designs that have similar styles, subject, or media. • I can identify common characteristics within a design from different styles, periods, and cultures.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 8: I can relate design ideas to other arts disciplines, content areas, and careers.

Proficiency Level: Novice Low (NL)	Benchmark: De.C.NL.8 – I can explore design concepts among arts disciplines, other content areas, and related careers.
Indicator	Sample Learning Targets
De.C.NL.8.1 – I can connect design with objects in my home and school.	- I can name designed objects in my home and classroom. - I can talk about design choices found in my home and classroom. - I can draw examples of everyday designs.
De.C.NL.8.2 – I can recognize that people have careers in design.	- I can recognize that musicians are designers. - I can recognize that buildings are designed by architects. - I can recognize that choreographers are designers.
Proficiency Level: Novice Mid (NM)	Benchmark: De.C.NM.8 – I can recognize design concepts among arts disciplines, other content areas, and related careers.
Indicator	Sample Learning Targets
De.C.NM.8.1 – I can recognize that design exists in all arts disciplines and other content areas.	- I can identify ways design is used in my community. - I can draw designs used in my community.
De.C.NM.8.2 – I can identify design businesses and careers in my community.	- I can identify businesses in my community that hire designers. - I can identify where and how designers impact my community. - I can locate design companies in my community.
Proficiency Level: Novice High (NH)	Benchmark: De.C.NH.8 – I can apply design concepts among arts disciplines, other content areas, and related careers.
Indicator	Sample Learning Targets
De.C.NH.8.1 – I can use design concepts in other subjects in my school.	- I can use the design process to solve problems in other subjects. - I can use design thinking to brainstorm multiple solutions in other subjects.
De.C.NH.8.2 – I can identify ways design thinking is used in other careers or vocations.	- I can identify how design thinking is used in business and industry. - I can identify design thinking skills that are used in education and service organizations.

Intermediate Design Sample Learning Targets

Artistic Process: Creating – I can conceive and develop new design ideas and work.

Anchor Standard 1: I can conceive and develop a design challenge.

Proficiency Level: Intermediate Low (IL)	Benchmark: De.CR.IL.1 – I can work with a team to answer design challenge questions.
Indicator	Sample Learning Targets
De.CR.IL.1.1 – I can work with a team to answer the design challenge questions who, what, when, where, why, and how in order to define the design challenge.	• I can communicate and listen to others when answering the design challenge questions. • I can record information from the group’s discussion.
Proficiency Level: Intermediate Mid (IM)	Benchmark: De.CR.IM.1 – I can work with a team from a given list to identify and describe a design challenge to develop.
Indicator	Sample Learning Targets
De.CR.IM.1.1 – I can work with a team to select a design challenge from a given list using certain criteria to answer the design challenge questions and define the challenge.	• I can work with a team to choose a design challenge based on its importance to me and my community. • I can work with a team to choose a design challenge based on the need for improvement to how it looks and how it works.
Proficiency Level: Intermediate High (IH)	Benchmark: De.CR.IH.1 – I can work with a team from a given list of design challenges and select one to describe.
Indicator	Sample Learning Targets
De.CR.IH.1.1 – I can work with a team to discuss design challenges from a given list and select one to describe from answers to the design challenge questions.	• I can work with a team to compare and contrast the design challenge options and select one based on their importance to me and my community. • I can work with a team to compare and contrast the design challenge options and select one based on their need for improvement to how it looks and how it works.

Artistic Process: Creating – I can conceive and develop new design ideas and work.

Anchor Standard 2: I can research to explore and identify aspects of the design challenge.

Proficiency Level: Intermediate Low (IL)	Benchmark: De.CR.IL.2 – I can work with a team to research aspects of the design challenge.
Indicator	Sample Learning Targets
De.CR.IL.2.1 – I can work with a team to identify necessary information for the design challenge.	• I can identify with a team what information is necessary about the existing design. • I can work with others to select the best research methods to gather necessary information. • I can work with others to create a survey and/or use technology to learn about a design.
Proficiency Level: Intermediate Mid (IM)	Benchmark: De.CR.IM.2 – I can work with a team to research and describe aspects of the design challenge.
Indicator	Sample Learning Targets
De.CR.IM.2.1 – I can communicate my research to the team.	• I can use visuals, technology, demonstrations, and/or descriptions, to report the research. • I can discuss the research with others. • I can use printed materials to present necessary information. • I can demonstrate the existing function of a design.
Proficiency Level: Intermediate High (IH)	Benchmark: De.CR.IH.2 – I can work with a team to explain why researched aspects of the design challenge are needed.
Indicator	Sample Learning Targets
De.CR.IH.2.1 – I can work with a team to prioritize research from the individual team members.	• I can list the research from the team members. • I can work with others to identify the most significant research.

Artistic Process: Creating – I can conceive and develop new design ideas and work.

Anchor Standard 3: I can select and create possible solutions to the design challenge.

Proficiency Level: Intermediate Low (IL)	Benchmark: De.CR.IL.3 – I can work with a team using design thinking strategies to generate ideas for design solutions to the challenge.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
De.CR.IL.3.1 – I can work with a team using a variety of design thinking strategies to list possible design solutions without judgment.	• I can work with a team using a variety of the following: list aloud, popcorn brainstorming, passing brainstorming, questioning brainstorming, webbing, mind mapping to provide possible solutions. • I can build on the ideas of others in creating possible solutions. • I can work with a team to determine which solutions can be used in the design challenge.

Proficiency Level: Intermediate Mid (IM)	Benchmark: De.CR.IM.3 – I can work with a team using design thinking strategies to generate some usable design solutions to the challenge.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
De.CR.IM.3.1 – I can work with a team to turn ideas into possible design solution concepts.	• I can contribute my ideas concerning usable solutions. • I can respond to others' ideas concerning usable solutions.

Proficiency Level: Intermediate High (IH)	Benchmark: De.CR.IH.3 – I can work with a team using design thinking strategies to generate many usable design solutions to the challenge.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
De.CR.IH.3.1 – I can work with a team to determine which design solutions effectively meet the challenge criteria.	• I can work with others to prioritize choices concerning effective solutions. • I can work with others to select possible solutions.

Artistic Process: Creating – I can conceive and develop new design ideas and work.

Anchor Standard 4: I can create an original prototype.

Proficiency Level: Intermediate Low (IL)	Benchmark: De.CR.IL.4 – I can work with a team to make a prototype that represents a solution to a design challenge.
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Indicator	Sample Learning Targets
De.CR.IL.4.1 – I can work with a team to make a prototype to experience the design challenge criteria.	• I can work with others to create a prototype that allows a concept to be experienced. • I can create a simple prototype that is made quickly and inexpensively to experience feedback early and often.

Proficiency Level: Intermediate Mid (IM)	Benchmark: De.CR.IM.4 – I can work with a team to make multiple prototypes that represent various solutions to a design challenge.
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Indicator	Sample Learning Targets
De.CR.IM.4.1 – I can work with a team to make prototypes to experience the design challenge criteria.	• I can work with others to create multiple prototypes concerning one design challenge that allow a concept to be experienced. • I can work with a team to create multiple simple prototypes that are made quickly and inexpensively.

Proficiency Level: Intermediate High (IH)	Benchmark: De.CR.IH.4 – I can work with a team to create a prototype to solve a design challenge.
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Indicator	Sample Learning Targets
De.CR.IH.4.1 – I can work with a team to create a prototype that addresses functional aspects and aesthetics.	• I can work with a team to determine the functionality of the prototype. • I can work with a team to improve the functionality of the prototype to address many aspects. • I can make a prototype that uses the elements and/or principles of the arts disciplines.

Artistic Process: Presenting – I can present new design ideas and work.

Anchor Standard 5: I can present my final design solution.

Proficiency Level: Intermediate Low (IL)	Benchmark: De.P.IL.5 – I can work with a team to present our design solution to a challenge.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
De.P.IL.5.1 – I can work with a team to present our design solution to the challenge using one or more visuals.	• I can work with a team to prepare one or more visuals such as photographs, drawings, diagrams, charts, and 3D examples to present our design solution. • I can work with a team to explain the “who, what, when, where, why, and how” of the design challenge. • I can work with a team to explain the “who, what, when, where, why, and how” of the design solution.

Proficiency Level: Intermediate Mid (IM)	Benchmark: De.P.IM.5 – I can work with a team to select an approach to present our design solution to a challenge.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
De.P.IM.5.1 – I can work with a team to select an approach using technology for the design solution presentation.	• I can work with others to create a slideshow presentation. • I can work with others to create a webpage to present a design solution. • I can work with others to combine still photos and videos to present a design solution.

Proficiency Level: Intermediate High (IH)	Benchmark: De.P.IH.5 – I can work with a team to prepare and deliver a presentation that has defined criteria.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
De.P.IH.5.1 – I can work with a team to create a presentation that includes specific criteria and delivers required information concerning the design challenge and design solution.	• I can work with a team to prepare a presentation that includes specific criteria such as a title, infographics, text, graphics, and/or media. • I can work with a team to prepare a presentation that includes required information such as the goal, identified population, challenge statement, key aspects, data, and design solution.

Artistic Process: Responding – I can respond to feedback from others on new design ideas and work.

Anchor Standard 6: I can reflect and revise based on feedback and input.

Proficiency Level: Intermediate Low (IL)	Benchmark: De.R.IL.6 – I can reflect on and provide feedback to a design solution.
Indicator	Sample Learning Targets
De.R.IL.6.1 – I can work with a team to record feedback and summarize design solution recommendations.	- I can record feedback about our design in my journal. - I can explain some of the solutions presented as feedback to the group.
Proficiency Level: Intermediate Mid (IM)	Benchmark: De.R.IM.6 – I can interpret feedback from my peers to revise our design solution.
Indicator	Sample Learning Targets
De.R.IM.6.1 – I can work with a team to list and prioritize feedback to improve our design solution.	I can work with others to make a list of the most important improvements that need to be made to the design solution.
Proficiency Level: Intermediate High (IH)	Benchmark: De.R.IH.6 – I can work with a team to analyze and explain the steps of the design solution revision.
Indicator	Sample Learning Targets
De.R.IH.6.1 – I can work with a team to plan and develop the steps to improve our design solution.	- I can work with others to review feedback to determine next steps in the revision process. - I can work with others to make changes to our prototype that improves our solution. - I can record my improvement ideas for a design solution.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 7: I can identify and examine design through history and world culture.

Proficiency Level: Intermediate Low (IL)	Benchmark: De.C.IL.7 – I can identify improvements or changes in designs found in various cultures and time periods.
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Indicator	Sample Learning Targets
De.C.IL.7.1 – I can compare design similarities and differences among different cultures and time periods.	- I can write a description about characteristics of a specific design style, period, or culture. - I can compare changes in the designs of furniture from other cultures over time.

Proficiency Level: Intermediate Mid (IM)	Benchmark: De.C.IM.7 – I can describe why improvements or changes were made in designs found in various cultures and time periods.
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Indicator	Sample Learning Targets
De.C.IM.7.1 – I can explain the possible reasons improvements and/or changes were made in a design through different cultures and time periods.	- I can explain the possible reasons a chair design evolved through cultures and time periods. - I can explain the possible reasons a simple tool changed through cultures and time periods.

Proficiency Level: Intermediate High (IH)	Benchmark: De.C.IH.7 – I can analyze a variety of design works from different cultures and time periods.
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Indicator	Sample Learning Targets
De.C.IH.7.1 – I can recognize patterns in design choices and make connections to the development of design through different cultures and time periods.	- I can make connections between design choices on chairs from different cultures and time periods. - I can make connections between design choices on furniture from different cultures and time periods.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 8: I can relate design ideas to other arts disciplines, content areas, and careers.

Proficiency Level: Intermediate Low (IL)	Benchmark: De.C.IL.8 – I can explore a range of skills shared among arts disciplines and other content areas and how they can be applied in a design career.
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Indicator	Sample Learning Targets
De.C.IL.8.1 – I can investigate a range of skills used in various design careers, arts disciplines, and content areas.	• I can recognize skills that are specific to a career in design. • I can pick and write about my favorite design career. • I can match a design product to a design career.

Proficiency Level: Intermediate Mid (IM)	Benchmark: De.C.IM.8 – I can recognize specific skills shared among arts disciplines and other content areas and how they can be applied in a design career.
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Indicator	Sample Learning Targets
De.C.IM.8.1 – I can name design skills used in various arts disciplines and content areas and relate these skills to a career in design.	• I can research design careers. • I can list things that are designed by people with a specific career in design. • I can list specific skills needed for a design career.

Proficiency Level: Intermediate High (IH)	Benchmark: De.C.IH.8 – I can analyze the tools, concepts, and materials used among arts disciplines and other content areas and how they are used in a design career.
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Indicator	Sample Learning Targets
De.C.IH.8.1 – I can investigate tools, concepts, and materials used in other arts disciplines and content areas.	• I can recognize skills that are specific to design careers that are attained in other arts disciplines and content areas. • I can discuss costs of using different materials to create the same design.

Advanced Design Sample Learning Targets

Artistic Process: Creating – I can conceive and develop new design ideas and work.

Anchor Standard 1: I can conceive and develop a design challenge.

Proficiency Level: Advanced Low (AL)	Benchmark: De.CR.AL.1 – I can work with a team to conceive many design challenge possibilities relating to a certain topic.
Indicator	Sample Learning Targets
De.CR.AL.1.1 – I can work with a team using design thinking strategies to list several design challenge possibilities about a topic and select one to define.	• I can work with a team to brainstorm by randomly calling out ideas. • I can work with a team to brainstorm by creating questions rather than ideas to inspire further thinking. • I can work with a team to use visual diagrams to organize information and ideas.
Proficiency Level: Advanced Mid (AM)	Benchmark: De.CR.AM.1 – I can work with a team to conceive many design challenge possibilities.
Indicator	Sample Learning Targets
De.CR.AM.1.1 – I can work with a team using design thinking strategies to list many design challenge possibilities and prioritize to select one to define.	• I can work with a team using a variety of the following: list aloud, popcorn brainstorming, questioning brainstorming, webbing, mind mapping to provide many possible design challenges. • I can work with a team to compare and contrast the design challenge options and select one to define.
Proficiency Level: Advanced High (AH)	Benchmark: De.CR.AH.1 – I can work on my own to conceive many design challenge possibilities.
Indicator	Sample Learning Targets
De.CR.AH.1.1 – I can use design thinking strategies to list many design challenge possibilities and prioritize to select one to define.	• I can use a variety of the following: list aloud, popcorn brainstorming, questioning brainstorming, webbing, mind mapping to provide many possible design challenges. • I can compare and contrast the design challenge options and select one to define.

Artistic Process: Creating – I can conceive and develop new design ideas and work.

Anchor Standard 2: I can research to explore and identify aspects of the design challenge.

Proficiency Level: Advanced Low (AL) **Benchmark: De.CR.AL.2 – I can work with a team to analyze the aspects of the design challenge.**

<i>Indicator</i>	<i>Sample Learning Targets</i>
De.CR.AL.2.1 – I can examine my research and report the connections of that information with the team.	• I can review with a team the research from multiple sources. • I can report the connections among the data to my team.

Proficiency Level: Advanced Mid (AM) **Benchmark: De.CR.AM.2 – I can work independently or with a team to evaluate the parts of the design challenge.**

<i>Indicator</i>	<i>Sample Learning Targets</i>
De.CR.AM.2.1 – I can work with a team to determine the importance of the research from the team members.	• I can work with others to determine the importance of the production and cost improvement needed. • I can work with others to determine the importance of the aesthetic improvement needed. • I can work with others to determine the importance functional improvement needed.

Proficiency Level: Advanced High (AH) **Benchmark: De.CR.AH.2 – I can lead a discussion to evaluate the parts of the design challenge.**

<i>Indicator</i>	<i>Sample Learning Targets</i>
De.CR.AH.2.1 – I can guide my team in determining the importance of the research from the team members.	• I can present findings from research that supports the need for aesthetic, production, and/or functional improvements. • I can justify the need for a new design or redesign concept.

Artistic Process: Creating – I can conceive and develop new design ideas and work.

Anchor Standard 3: I can select and create possible solutions to the design challenge.

Proficiency Level: Advanced Low (AL)	Benchmark: De.CR.AL.3 – I can work with a team to analyze usable design solutions to the challenge.
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Indicator	Sample Learning Targets
De.CR.AL.3.1 – I can examine, discuss, and select possible design solutions to best address the challenge.	• I can review and discuss connections among the possible solutions. • I can work with others to combine parts of design solution ideas to solve the design challenge.

Proficiency Level: Advanced Mid (AM)	Benchmark: De.CR.AM.3 – I can work independently or with a team to evaluate the usable design solutions to the challenge.
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Indicator	Sample Learning Targets
De.CR.AM.3.1 – I can work with a team to develop criteria to determine the value of the usable design solutions to the challenge.	• I can work with others to list criteria such as time, cost, functionality, aesthetics, etc. • I can work with others to prioritize design solutions based on chosen criteria. • I can work with a team to reach a consensus concerning the most viable solutions to the design challenge.

Proficiency Level: Advanced High (AH)	Benchmark: De.CR.AH.3 – I can lead a discussion to evaluate the usable design solutions to the challenge.
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Indicator	Sample Learning Targets
De.CR.AH.3.1 – I can guide my team in determining the value of the usable design solutions to the challenge.	• I can lead a discussion to determine the criteria. • I can lead a discussion that reaches a consensus concerning the most viable solutions to the design challenge. • I can justify how the solutions effectively address the identified needs.

Artistic Process: Creating – I can conceive and develop new design ideas and work.

Anchor Standard 4: I can create an original prototype.

Proficiency Level: Advanced Low (AL) **Benchmark: De.CR.AL.4** – I can work with a team to create a prototype that solves multiple aspects of a design challenge.

<i>Indicator</i>	<i>Sample Learning Targets</i>
De.CR.AL.4.1 – I can work with a team to select materials, techniques, and processes to create a prototype.	- I can work with a team to select the most appropriate materials to build/compose the prototype from those explored. - I can work with a team to select the most appropriate techniques and processes to build/compose the prototype from those explored.

Proficiency Level: Advanced Mid (AM) **Benchmark: De.CR.AM.4** – I can work with a team to create a prototype that solves all aspects of a design challenge functionally and aesthetically.

<i>Indicator</i>	<i>Sample Learning Targets</i>
De.CR.AM.4.1 – I can work with a team to select and apply the best materials, techniques, and processes to create a prototype.	- I can work with a team to apply the best materials to build/compose the prototype from those explored. - I can work with a team to apply the best techniques and processes to build/compose the prototype from those explored.

Proficiency Level: Advanced High (AH) **Benchmark: De.CR.AH.4** – I can use sophisticated materials, techniques, and processes to create the most viable prototype.

<i>Indicator</i>	<i>Sample Learning Targets</i>
De.CR.AH.4.1 – I can select and apply professional materials, techniques, and processes to create a prototype.	- I can apply professional materials to build/compose the prototype. - I can apply professional techniques and processes to build/compose the prototype.

Artistic Process: Presenting – I can present new design ideas and work.

Anchor Standard 5: I can present my final design solution.

Proficiency Level: Advanced Low (AL)	Benchmark: De.P.AL.5 – I can work with a team to prepare and deliver a presentation to a sample target group.
Indicator	Sample Learning Targets
De.P.AL.5.1 – I can work with a team to present our design solution to a group of possible users/consumers for feedback.	• I can work with a team and ask questions of the target group so I can effectively get feedback. • I can use methods such as surveys, questionnaires, prompts, and/or beta testing, with a team to attain feedback from the sample group.
Proficiency Level: Advanced Mid (AM)	Benchmark: De.P.AM.5 – I can work with a team to develop a well-prepared, aesthetically pleasing presentation for a sample target group that includes community business leaders or professionals in the field.
Indicator	Sample Learning Targets
De.P.AM.5.1 – I can work with a team to present our design solution to a sample target group that includes community business leaders and professionals in a related field for feedback.	• I can work with a team and ask questions of the target group with professionals so I can effectively get feedback. • I can use methods such as surveys, questionnaires, prompts, and/or beta testing, with a team to attain feedback from the sample group with business leaders in my community.
Proficiency Level: Advanced High (AH)	Benchmark: De.P.AH.5 – I can develop a well-prepared, aesthetically pleasing presentation for a sample target group that includes professionals and business leaders in my community.
Indicator	Sample Learning Targets
De.P.AH.5.1 – I can present our design solution to a sample target audience that includes professionals and business leaders in a related field for feedback.	• I can ask questions of the target group with professionals so I can effectively get feedback. • I can use methods such as surveys, questionnaires, prompts, and/or beta testing, to attain feedback from the sample group with professionals.

Artistic Process: Responding – I can respond to feedback from others on new design ideas and work.

Anchor Standard 6: I can reflect and revise based on feedback and input.

Proficiency Level: Advanced Low (AL)	Benchmark: De.R.AL.6 – I can work with a team to retest our revised design solution and analyze the results.
Indicator	Sample Learning Targets
De.R.AL.6.1 – I can work with a team to improve the functionality of our design solution and record the results of the modifications.	- I can work with others to make improvements to the prototype's functionality. - I can chart the progress of our revisions to help my team improve the functionality of the design.
Proficiency Level: Advanced Mid (AM)	Benchmark: De.R.AM.6 – I can work with a team to explain future improvements and repeat the design process to revise and retest the design solution.
Indicator	Sample Learning Targets
De.R.AM.6.1 – I can work with a team to repeat the design process as necessary to improve the design solution.	I can retest my solution and revise as many times as necessary to achieve the most effective solution.
Proficiency Level: Advanced High (AH)	Benchmark: De.R.AH.6 – I can facilitate the repetition of the design process to revise and retest the design solution.
Indicator	Sample Learning Targets
De.R.AH.6.1 – I can guide and frame questions to facilitate the design process to improve a design solution.	- I can lead a class discussion on how to revise a design challenge. - I can form questions to lead the reflection process.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 7: I can identify and examine design through history and world culture.

Proficiency Level: Advanced Low (AL)	Benchmark: De.C.AL.7 – I can examine past design works to determine their influence on present designs.
Indicator	Sample Learning Targets
De.C.AL.7.1 – I can find and compare how choices from a current design reflect influences of past design solutions.	- I can identify influences from previous designs in a current design solution. - I can explain how specific past designs are reflected in a current design.
Proficiency Level: Advanced Mid (AM)	Benchmark: De.C.AM.7 – I can work with a team to analyze the influence of past design works on present design challenges.
Indicator	Sample Learning Targets
De.C.AM.7.1 – I can work with a team to explain how the designer's choices on the current design challenge reflect influences of design solutions from the past.	- I can work with others to identify influences from previous designs in a current design solution. - I can work with others to explain how specific past designs are reflected in a current design.
Proficiency Level: Advanced High (AH)	Benchmark: De.C.AH.7 – I can evaluate my design solution to determine the effective use of past design works.
Indicator	Sample Learning Targets
De.C.AH.7.1 – I can assess my design choices and relate them to past design influences.	- I can defend my interpretations of how different styles, periods, and cultures have influenced my designs. - I can debate my choices made in my designs that are influenced by different styles, periods, and cultures.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 8: I can relate design ideas to other arts disciplines, content areas, and careers.

Proficiency Level: Advanced Low (AL)	Benchmark: De.C.AL.8 – I can apply concepts among arts disciplines and other content areas to design and analyze how my interests and skills will prepare me for a career.
Indicator	Sample Learning Targets
De.C.AL.8.1 – I can use concepts found in various arts disciplines and other content areas in a design work.	• I can use the elements and/or principles of arts disciplines in a current design work. • I can use concepts found in dance in a current design work.
Proficiency Level: Advanced Mid (AM)	Benchmark: De.C.AM.8 – I can explain how economic conditions, values, and location influence design and the need for design-related careers.
Indicator	Sample Learning Targets
De.C.AM.8.1 – I can describe how economic conditions, values, and geographic locations affect design and design careers.	• I can discuss the relationships between designers and other careers. • I can research processes of other careers to determine how design affects it. • I can justify community investment in design.
Proficiency Level: Advanced High (AH)	Benchmark: De.C.AH.8 – I can research societal and political issues as they relate to other arts and content areas and apply to my role as a designer.
Indicator	Sample Learning Targets
De.C.AH.8.1 – I can examine the importance of the work of a designer in issues that relate to a global society.	• I can defend the impact of design careers within a society. • I can promote the intrinsic value of design to individuals and society • I can find an important design problem in another country and create a design solution to help.

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