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In Visual Arts, there are a couple of categories aside from making and creating that are often overlooked, such as analysis and also presentation. Those were skills I did not learn until after high school, so I'd like to incorporate those standards into my own classes to interest students who like art but perhaps aren't as confident in their own making abilities. Similarly, the analysis and presentation side of art allows us to connect more academically/logically with other classes which can be a gateway to some students who might have felt like art was inaccessible to them.

Personally I think the standards are best used in the unit plans to guide teaching. Students often don't have the bandwidth to consider a long-term goal like a standard, so there's little use in having it on the classroom board, as students should prioritize and focus on the lesson objective of the day or week. During observations, I'd expect my administrators to instead see the way that I am conducting my class and how closely I am following my lesson plan, which is one of infinite interpretations of a standard. When a standard is used to inspire a unit plan though, it gives guidance to the teacher for where the lesson should collect and then go.

In trying to understand why administrators might prefer to have the standards on the classroom board or present in assessing my observation, I might guess that the former would teach our students foresight and to see the larger picture of the lessons so they won't have to question the usefulness of each individual lesson. Again I push back because high schoolers are taking so many different classes and have so many different things going on, I doubt that using white board space to show them a long-term target will mean anything to them. And for the latter, I'd imagine the standard was being used as a requirement or something to assess my performance off of, to ensure that the lessons taught were relevant. And again, I'd say that it'd be much easier to keep the standard in the lesson plan and then grade based off the connection to the lesson plan, which would show responsibility and preparation.

I think the most difficult part of the Visual Arts standards are the amount of them that require space. Especially in the presentation areas, there are standards that require students to design a space and exhibition. That will be difficult to navigate only because I have no idea how much space I will be granted, or if I will be granted any as an art teacher. Currently at Chicago Academy, we don't even have wall space to show off drawings.