



## INVESTIGATE THE WORLD

*How effectively does the student work in and through the arts to investigate the world?*

### ARTS9-10.INV1.XPRES

- I can use artistic expression to demonstrate the personal significance of an issue. This means I can describe how a local, regional, or global issue affects me. This also means I can use some type of artistic expression to help communicate how this issue affects me.

### ARTS9-10.INV2.RLVNC

- I can identify a globally significant theme. This means I locate a theme, concept, or idea that is shared or applies across the world.
- I can observe art to determine if it relates to a global theme. This means I can observe at least four works of art to determine if they relate to the global theme I have identified.
- I can interpret art to determine if it relates to a global theme. This means I can describe my reaction to at least two works of visual or performing arts and explain how they relate to the global theme I have identified.
- I can create a personal artistic response to the works of art. This means that I can create artistic expressions as a response to the works of art.

### ARTS9-10.INV3.EVDNC

- I can locate evidence related to a globally significant theme. This means that I can locate at least four sources of evidence that relate to an idea that is shared or applies across the world.
- I can analyze evidence. This means that I can describe the ideas and arguments in the evidence in my own words.
- I can weigh evidence. This means that I can make my own judgment about the evidence and describe the rationale I used in making this judgment.
- I can synthesize my analysis and evaluation of evidence in my artistic expression. This means that I can create artistic expressions based on combining the important elements of my analysis and evaluation of evidence.

### ARTS9-10.INV4.EVDNC

- I can describe my artistic vision. This means that I can explain the idea of my artistic vision.
- I can locate evidence related to my artistic vision. This means that I can locate at least two pieces of evidence, with different perspectives, that relate to my artistic vision.
- I can draw specific conclusions from this evidence. This means that I can synthesize the two perspectives to incorporate an argument statement into my vision.

## RECOGNIZE PERSPECTIVES

*How effectively does the student recognize his/her own and others' perspectives in and through the arts?*

- ARTS9-10.PERS1.PERSP**
- I can recognize my reactions, as well as others' reactions, to an event, issue, thing, or situation. This means that I can describe how I react to an event, issue, thing, or situation. It also means that I can describe at least one other point of view on that event, issue, thing, or situation.
  - I can create an artistic expression that reflects various perspectives on an event, issue, thing, or situation. This means that I can create an artistic expression that reflects my perspective, as well as reflecting another person's perceptions.
  - I also can identify the influences on my creative process. This means that I can identify what people, events, or artistic styles influence my work.
- ARTS9-10.PERS2.NFLNC**
- I can describe various art forms of a period. This means that I can describe at least two types of artistic expression that were used in one historic period.
  - I can contrast various art forms of a period. This means that in my own words I can describe the similarities and differences of the types of artistic expression that I identified.
  - I can recognize how the experience of art influences an individual's worldview. This means that I can describe how the types of artistic expression used in a specific period influenced the worldview of individuals from that period.
- ARTS9-10.PERS3.CLTUR**
- I can describe cultural interaction. This means that I can describe how one aspect of a particular culture affects or relates to an aspect of a different culture.
  - I can explain how a cultural interaction influences the development of artistic ideas, products, concepts, and aesthetics. This means that I can describe how a cultural interaction affected an artistic idea, product, concept, or aesthetic.
  - I can create art based on cultural interaction. This means that I can use aspects of different cultures and the way they relate to create a work of art.
- ARTS9-10.PERS4.ACESS**
- I can identify examples of differential access to artistic knowledge, experience, and resources. This means that I can research and identify a situation or region in which people have varying access to artistic knowledge, experience, or resources.
  - I can describe how differential access to artistic knowledge, experience, and resources influences artistic production. This means that I can examples of artistic expression that were affected in some way by different levels of access to these factors. It also means that I can describe how different levels of access influenced artistic production.

## COMMUNICATE IDEAS

*How effectively does the student communicate his/her ideas and feelings by making artworks with and for diverse audiences?*

- ARTS9-10.COMM1.PERSP**
- I can recognize that audiences perceive artistic expressions differently. This means that I can describe how at least two different audiences would perceive and react to the
  - same artistic expression.
  - I can recognize that an audience may perceive artistic expression differently than the artist. This means that I can describe how an audience would perceive an artistic expression and compare that to the artist's perception of the artistic expression.
- ARTS9-10.COMM2.MEDIA**
- I can select an idea or theme about which I will communicate. This means that I can describe the idea or theme I will be communicating.
  - I can clearly communicate an idea or theme. This means that I can use artistic language, terminology, and media to communicate an idea or theme. It also means that the artistic language, terminology, and media are appropriate for a specific audience.
- ARTS9-10.COMM3.IMPCT**
- I can explain how the arts affect understanding in an interdependent world. This means that I can describe how artistic expressions can affect the understanding of people from various parts of the world.
  - I can understand how the arts affect collaboration in an interdependent world. This means that I can describe various examples of how artistic expressions affect the collaboration of people from various parts of the world.
- ARTS9-10.COMM4.TECH**
- I can choose an artistic point about which to communicate with a diverse audience. This means that I can describe an artistic point to communicate, while keeping my audience's needs in mind.
  - I can use appropriate technologies to communicate an artistic point. This means that I can use technology effectively to communicate the artistic point that I have selected. This also means that I can make my communication appealing to specific audiences.

## TAKE ACTION

*How skillfully does the student translate ideas and findings into artistic expressions intended to increase awareness and improve conditions?*

### ARTS9-10.ACT1.ADVCT

- I can advocate through artistic expressions. This means that I can communicate my position on a local, regional, or global issue through artistic expressions. It also means that I encourage my audience to think or act in a way that is in line with my position.
- I can contribute to improvement through artistic expressions. This means that I can create an artistic expression that, in a limited way, contributes to an improvement locally, regionally, or globally.

### ARTS9-10.ACT2.OPORT

- I can identify personal opportunities for artistic expressions that address events and issues that benefit communities. This means that I can describe opportunities to create artistic expressions that address events, issues, things, or situations in a way that benefits various communities. It also means that I can act on this opportunity by creating an artistic expression.

### ARTS9-10.ACT3.EVDNC

- I can gather evidence to support taking artistic action. This means that I can locate at least two sources of evidence that indicate the possibility that artistic action would be beneficial.
- I can take artistic action. This means that I can create an artistic expression based on my evidence.
- I can evaluate the potential for impact. This means that I can think about how successful my actions will be.

### ARTS9-10.ACT4.CNTRB

- I can use the arts creatively in ways that contribute to improvements. This means that I can create an artistic expression that I think will contribute in new ways to a local, regional, or global improvement.
- I can use the arts responsibly in ways that contribute to improvements. This means that I can create an artistic expression that will contribute in responsible ways to a local, regional, or global improvement.