



INVESTIGATE THE WORLD

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

- ARTS11-12.INV1.XPRES**
- I can use artistic expression to clearly 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 clearly communicate how this issue affects me.
- ARTS11-12.INV2.RLVNC**
- This means that I can locate a theme, concept, or idea that is shared or applies across the world.
 - I can consider a more than one piece of art to determine if they have a global theme.
 - I can create a written or oral presentation to express my personal view about the art.
- ARTS11-12.INV3.EVDNC**
- I can locate evidence related to a globally significant theme. This means I can locate at least four sources of evidence that relate to an idea that is shared or applies across the world.
 - I can synthesize my evaluation of evidence. This means that I can determine and combine the important arguments from the evidence.
 - I can curate and narrate work that responds critically to the theme. This means that I can select, present, and describe at least five pieces of artistic expression that exemplify the theme.
- ARTS11-12.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 and synthesize at least four pieces of evidence, with at least two different perspectives, that relate to my artistic vision.
 - I can evaluate evidence related to my artistic vision. This means I can make my own judgment about the evidence and describe the rationale I used in making this judgment.
 - I can draw defensible conclusions from this evidence. This means that I can synthesize the different perspectives to incorporate a defensible statement into my vision.

RECOGNIZE PERSPECTIVES

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

- ARTS11-12.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 clearly describe the influences on my creative process. This means that I can describe with details and examples what people, events, or artistic styles influence my work.
- ARTS11-12.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 in great detail how the types of artistic expression used in a specific period influenced the worldview of individuals from that period.
- ARTS11-12.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 that explains the concept of cultural interaction. This means that I can create a work of art that demonstrates how cultures interact.
- ARTS11-12.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 I can describe 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 affected the quality and quantity of artistic output.

COMMUNICATE IDEAS

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

- ARTS11-12.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 also make adjustments to my message based on audience response. This means that I can revise my work based on how the audience responds to my work.
- ARTS11-12.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 integrate appropriate artistic language, terminology, and media to communicate an idea. This means that I can combine the most important 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.
- ARTS11-12.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.
 - I can curate with narration work that illustrates how the arts impact understanding and collaboration in an interdependent world. This means that I can select, present, and describe at least five pieces of artistic expression that demonstrate global understanding and collaboration.
- ARTS11-12.COMM4.TECH**
- I can use multiple technologies to communicate an artistic point with skill. This means that I can use technology to effectively communicate the artistic point that I have selected.
 - I can recognize the various needs of the audience with whom I am communicating. This means that I can understand the perspectives and needs of my audience.

TAKE ACTION

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

- ARTS11-12.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 can 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 contributes to an improvement locally, regionally, or globally.
- ARTS11-12.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.
 - I can identify collaborative opportunities for artistic expressions that address events and issues that benefit communities. This means that I can describe opportunities for a team 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.
- ARTS11-12.ACT3.EVDNC**
- I can gather evidence to support taking artistic action. This means that I can locate at least three 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 take into account varied perspectives, aesthetics, techniques, and consequences for others. This means that I can think about various social and artistic factors when planning my actions.
- ARTS11-12.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.
 - I can document the impact of my actions. This means that I can observe and record information about how successfully my actions contributed to improvements.