



## INVESTIGATE THE WORLD

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

	Emerging	Developing	Proficient	Advanced
<b>ARTS3-5.INV1.XPRES</b>	Identifies another's artistic expression.	Has an idea for an artistic expression, but is not yet generating that expression.	Generates an artistic expression.	Uses artistic expression connected to the personal significance of local or regional issues or driving questions.
<b>ARTS3-5.INV2.RLVNC</b>	Identifies one work of visual or performing arts, but needs significant assistance to do so.	Identifies one work of visual or performing arts, but cannot yet determine its relevance or create a personal artistic response.	Identifies one work of visual or performing art to determine its relevance to globally significant themes, and can create a personal artistic response.	Identifies multiple works of visual or performing arts to determine their relevance to globally significant themes, and can create a personal artistic response.
<b>ARTS3-5.INV3.EVDNC</b>	Creates a simple artistic expression.	Creates artistic expressions, but needs to base them on gathered evidence.	Gathers evidence to create artistic expressions.	Analyzes and weighs evidence to create artistic expressions.
<b>ARTS3-5.INV4.EVDNC</b>	Begins to have artistic visions, but needs significant assistance to describe.	Describes artistic vision.	Supports artistic vision based solely upon own perspective.	Supports artistic vision with some evidence beyond own perspective.

## RECOGNIZE PERSPECTIVES

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

	Emerging	Developing	Proficient	Advanced
<b>ARTS3-5.INV1.XPRES</b>	Creates a simple artistic expression.	Creates artistic expressions connected to own personal perspective.	Recognizes own perspective on events, issues, phenomena, and/or situations by creating personal artistic expressions.	Recognizes and articulates own and others' perspectives on events, issues, phenomena, and/or situations by creating personal artistic expressions.
<b>ARTS3-5.INV2.RLVNC</b>	Begins to identify different art forms, but needs significant assistance to do so.	Identifies an art form.	Discusses an art form of a period.	Discusses and contrasts art forms of a period.
<b>ARTS3-5.INV3.EVDNC</b>	Begins to identify cultural interaction, but needs significant assistance to do so.	Identifies cultural interaction.	Explains the concept of basic cultural interaction.	Explains how cultural interaction influences the development of artistic ideas, products, concepts, and aesthetics.
<b>ARTS3-5.INV4.EVDNC</b>	Begins to explore different access to the arts, but needs significant assistance to do so.	Identifies differential access to the arts.	Explains differential access to the arts.	Explains differential access to the arts and identifies a consequence of this.

## COMMUNICATE IDEAS

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

	Emerging	Developing	Proficient	Advanced
<b>ARTS3-5.INV1.XPRES</b>	Begins to describe artistic expression.	Engages in artistic expressions by identifying own perspective(s).	Recognizes own perspectives of artistic expression.	Recognizes own perspective, as well as describing other possible meanings or reactions when engaging in artistic expression.
<b>ARTS3-5.INV2.RLVNC</b>	Begins to use artistic language, terminology, or media, but needs significant assistance to do so.	Uses some appropriate artistic language, terminology, or media.	Uses some appropriate artistic language, terminology, or media to communicate an idea or theme.	Uses appropriate artistic language, terminology, or media to communicate an idea or theme clearly.
<b>ARTS3-5.INV3.EVDNC</b>	Begins to understand how art impacts understanding, but needs significant assistance to do so.	Identifies instances where art impacts understanding.	Explains some aspects of how the arts impact understanding.	Explains how the arts impact understanding in an interdependent world.
<b>ARTS3-5.INV4.EVDNC</b>	Uses technology to communicate an artistic point of view, but needs significant assistance to do so.	Selects some appropriate technologies to communicate an artistic point of view and uses these technologies with limited success.	Selects and uses some appropriate technologies to communicate an artistic point of view.	Selects and uses some appropriate technologies to communicate an artistic point of view.

## TAKE ACTION

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

	Emerging	Developing	Proficient	Advanced
<b>ARTS3-5.INV1.XPRES</b>	Creates an artistic expression in response to an area for improvement, but needs significant assistance to do so.	Identifies an area for improvement locally or regionally and creates an artistic expression, but needs assistance to do so.	Advocates for improvement locally or regionally through artistic expressions.	Advocates and identifies ways to contribute to improvement locally or regionally through artistic expressions.
<b>ARTS3-5.INV2.RLVNC</b>	Identifies an opportunity for personal artistic expression, but needs significant assistance to do so.	Identifies a limited opportunity for personal artistic expression.	Identifies one work of visual or performing art to determine its relevance to globally significant themes, and can create a personal artistic response.	Identifies multiple works of visual or performing arts to determine their relevance to globally significant themes, and can create a personal artistic response.
<b>ARTS3-5.INV3.EVDNC</b>	Begins to take artistic action, but needs significant assistance to do so.	Takes artistic action, but not yet clear what the action is based on.	Takes artistic action based on personal opinions.	Takes artistic action based on evidence.
<b>ARTS3-5.INV4.EVDNC</b>	Begins to address local, regional, or global conditions through the arts, but needs significant assistance to do so.	Makes connections through the arts to local, regional, or global conditions.	Uses the arts in ways that begin to contribute to improvements locally, regionally, or globally.	Uses the arts in creative ways that contribute to improvements locally, regionally, or globally.