Graduation Competencies and Performance Standards Overview

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| **Discipline Specific Graduation Competency 1: CREATE**  Students apply the skills and content-specific vocabulary to conceive and develop media via the artistic process of generating, conceptualizing, refining, and reflecting ideas. | |
| 1A | Administer creative problem-solving skills to improve or vary their own work and/or the work of others. |
| 1B | Communicate​ a variety of ideas, feelings and meanings by creating​ original works, or by adapting ​or interpreting existing works. |
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| **Discipline Specific Graduation Competency 2: RESPOND**  Students apply transferable skills such as reasoning, problem-solving, planning, interpreting, and investigating while responding to the meaning of an artistic work. | |
| 2A | Apply their knowledge of the discipline to evaluate​ aspects of the art form. |
| 2B | Evaluate​ themselves and peers, providing written affirmation and constructive criticism in their reflections. |
| 2C | Utilize discipline-specific vocabulary (elements and principles of design, expression) and explain how they evoke emotion and meaning. |
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| **Discipline Specific Graduation Competency 3: PRESENT**  Students demonstrate an understanding and meaning of relationships among artistic theories, principles, techniques, and/or concepts via presentation of artistic works. | |
| 3A | Utilize the skills and language of a specific arts discipline to convey meaning and communicate ideas of completed works by analyzing, interpreting, realizing, developing, refining and selecting artistic works for presentation |
| 3B | Validate the process of their finished product in the art discipline to an audience. |
| 3C | Communicate how elements, artistic processes, and/or organizational principles are used in similar and specific ways. |
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| **Discipline Specific Graduation Competency 4: CONNECT**  Students will synthesize and relate artistic ideas to personal knowledge and understanding of societal, cultural, and historical contexts to deepen their understanding of the arts. | |
| 4A | Connect the characteristics and purposes of the visual/performing arts to history, world cultures, and/or socio-political issues. |
| 4B | Justify​ how a work of art and artists reflect and influence culture and periods of time. |
| 4C | Evaluate varied interpretations of works of art using some or all of the following: observation, personal experience, background knowledge, cultural context, artist’s intent and or artist’s process. |

Graduation Competencies, Performance Standards and Scoring Criteria

| **Discipline Specific Graduation Competency 1: CREATE**  Students apply the skills and content-specific vocabulary to conceive an d develop media via the artistic process of generating, conceptualizing, refining, and reflecting ideas. | |
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| 1A | Administer creative problem-solving skills to improve or vary their own work and/or the work of others. |
| 1B | Communicate​ a variety of ideas, feelings and meanings by creating​ original works, or by adapting ​or interpreting existing works. |

| **Performance Standards Scoring Criteria for Competency 1** | | | | |
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| **Performance Standards** | **1** | **2** | **3** | **4** |
| 1A Administer problem-solving skills to improve or vary their own work and/or the work of others. | I can list, label, or define ​the elements that impact a composition or product. | I can demonstrate​ the elements, mediums or principles that impact a composition or product. | I can make use of a​ variety of elements and/or mediums in order to impact a composition or product. | I can create a composition using specific elements and/or mediums that demonstrate my knowledge of the art form. I can justify the choices I make. |
| 1B Communicate​ a variety of ideas, feelings and meanings by creating​ original works, or by adapting ​or interpreting existing works. | I can identify the message that the author, artist, or composer may have intended. | I can ​explain ​the message that the author, artist, or composer may have intended to communicate. | I can communicate a message by designing a work of my own, or by modifying or interpreting the work of others. | I can develop or expand upon the central message of the work and explain student choices. |

| **Discipline Specific Graduation Competency 2: RESPOND** Students apply transferable skills such as reasoning, problem-solving, planning, interpreting, and investigating while responding to the meaning of an artistic work. | |
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| 2A | Describe, analyze, interpret, and evaluate art forms by applying the concepts, terminology, skills and processes of the discipline. |
| 2B | Evaluate​ themselves and peers, providing written affirmation and constructive criticism in their reflections. |
| 2C | Utilize discipline-specific vocabulary (elements and principles of design, expression) and explain how they evoke emotion and meaning. |

| **Performance Standards Scoring Criteria for Competency 2** | | | | |
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| **Performance Standards** | **1** | **2** | **3** | **4** |
| 2A Apply their knowledge of the discipline to evaluate​ aspects of the art form. | I can describe ​a piece of art or performance. | I can analyze​ a piece of art or performance. | I can interpret​ a piece of art or performance. | Based on my interpretation, I can elaborate​ on the message of a piece of art or performance |
| 2B Evaluate​ themselves and peers, providing written affirmation and constructive criticism in their reflections. | I can describe​ my work and/or the work of my peers. | I can describe​ my work and/or the work of my peers. | I can judge​ the effectiveness of ​my work, as well as the work of my peers. | I can improve ​my work based on self and peer evaluations. |
| 2C Utilize discipline-specific vocabulary (elements and principles of design, expression) and explain how they evoke emotion and meaning. | I can list, label or define discipline specific terms. | I can classify discipline-specific terms. | I can make use of discipline-specific terms when speaking, writing, or responding to a task or prompt. | I can justify​ my use of discipline-specific terms when speaking, writing, or responding to a task or prompt |

| **Discipline Specific Graduation Competency 3: PRESENT** Students demonstrate an understanding and meaning of relationships among artistic theories, principles, techniques, and/or concepts via presentation of artistic works. | |
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| 3A | Utilize the skills and language of a specific arts discipline to convey meaning and communicate ideas of completed works by analyzing, interpreting, realizing, developing, refining and selecting artistic works for presentation. |
| 3B | Validate the process of their finished product in the art discipline to an audience. |
| 3C | Communicate how elements, artistic processes, and/or organizational principles are used in similar and specific ways. |

| **Performance Standards Scoring Criteria for Competency 4** | | | | |
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| **Performance Standards** | **1** | **2** | **3** | **4** |
| 3A Utilize the skills and language of a specific arts discipline to convey meaning and communicate ideas of completed works by analyzing, interpreting, realizing, developing, refining and selecting artistic works for presentation. | I understand the creative process and the role of reflection in creative endeavors. | I can identify feedback and develop various interpretations to incorporate some of the revisions. | I can apply relevant criteria and create a work of art using multiple approaches in a creative endeavor. | I can refine and reflect on the creative process and make appropriate refinements. |
| 3B Validate the process for​ their finished product in the art discipline to an audience. | I can outline​ a draft of a product. | I can prepare​ a finished product. | I can share ​a finished product with an audience. | I can apply​ technical skills intentionally to direct the audience's attention to my most central message. |
| 3C Communicate how elements, artistic processes, and/or organizational principles are used in similar and specific ways. | I can list and/or define tools, techniques and processes used to create a product. | I can show ​how tools, techniques and processes are used. | I can utilize​ tools, techniques and processes to perform or create a product. | I can create​ an innovative expression of the art discipline by applying a range of tools and techniques. |

| **Discipline Specific Graduation Competency 4: CONNECT**  Students will synthesize and relate artistic ideas to personal knowledge and understanding of societal, cultural, and historical contexts to deepen their understanding of the arts. | |
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| 4A | Students connect the characteristics and purposes of the visual/performing arts to history, world cultures, and/or socio-political issues. |
| 4B | Students will be able to explain​ how a work of art/music/drama/dance and artists reflect and influence culture and periods of time. |
| 4C | Evaluate varied interpretations of works of art using some or all of the following: observation, personal experience, background knowledge, cultural context, artist’s intent and or artist’s process. |

| **Performance Standards** **Scoring** **Criteria** **for** **Competency** **4** | | | | |
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| **Performance Standards** | **1** | **2** | **3** | **4** |
| 4A Students connect the characteristics and purposes of the visual/performing arts to history, world cultures, and/or socio-political issues. | I can list​ the creators or the works of a specific time period or culture. | I can identify characteristics or purposes of works or artists of a specific time period or culture. | I can examine​ artists or their creations to help me understand a time period or a culture. | I can create​, adapt, or interpret ​a work of art that reflects a particular culture or time period. |
| 4B Students will be able to explain​ how art and artists reflect and influence culture and periods of time. | I can identify ​works of art and artists of a certain time period or culture. | I can describe​ the relationships between art/artists and the culture in which it exists. | I can explain​ how art, artists, culture, and time periods impact one another. | I can analyze​ the influence of artists and of works on a particular time period or culture. |
| 4C Evaluate varied interpretations of works of art using some or all of the following: observation, personal experience, background knowledge, cultural context, artist’s intent and or artist’s process. | I can name the features of a composition. | I can explain​ the features of a composition. | I can judge​ the quality of the features an artist uses in an original or adapted work and defend​ my judgment | I can propose​ a way to improve a composition by modifying its features and defend ​my proposal. |