

Graduation Performance System (GPS)

Grade 10 Arts Performance Outcomes and “I Can” Statements

INVESTIGATE THE WORLD

Students initiate an investigation of the world beyond their immediate environment through the creation of personal and collaborative artistic expression.

I can investigate the world through art.

- **ARTS09-10.INV1. Use artistic expression to demonstrate the personal significance of locally or regionally focused issues or driving questions.**
 - I can understand the personal significance of an issue. This means I can describe in my own words how a local, regional, or global issue affects me.
 - I can use artistic expression to demonstrate the personal significance of an issue. This means I can use some type of artistic expression (dance, music, theater, visual arts, etc.), even if it is in a limited way, to demonstrate how a local, regional, or global issue affects me.
- **ARTS09-10.INV2. Identify a variety of works of visual or performing arts to determine their relevance to globally significant themes and create a personal artistic response.**
 - I can identify a globally significant theme. This means I can write in my own words a theme, concept, or idea that goes beyond my personal environment and is shared or applies across the world.
 - I can identify art that relates to a global theme. This means I can locate and list at least four works of visual or performing arts that may relate to the global theme I have identified.
 - I can observe art to determine if it relates to a global theme. This means I can observe at least four works of visual or performing arts 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 as a response to the works of art. This means that I can create artistic expressions (dance, music, theater, visual art, etc.), even if it is in a limited way, as a response to the works of art.
- **ARTS09-10.INV3. Analyze and weigh evidence to create artistic expressions.**
 - I can locate evidence related to a globally significant theme. This means I can locate at least four sources of evidence that relate to a theme, concept, or idea that goes beyond my personal environment and is shared or applies across the world.
 - I can analyze evidence and use that in my artistic expression. This means I can describe in my own words the ideas and arguments in the evidence. It also means I can create artistic expressions (dance, music, theater, visual art, etc.) based on my analysis.
 - I can weigh evidence and use that in my artistic expression. This means I can make my own judgment about the evidence and describe the rationale I used in making this judgment. It also means I can create artistic expressions (dance, music, theater, visual art) based on my evaluation.

- **ARTS09-10.INV4. Support artistic vision with evidence.**
 - I can locate evidence related to my artistic vision. This means I can locate at least four pieces of evidence that relate to my artistic vision. It would be best if the evidence I locate considers multiple points of view.
 - I can support my artistic vision based on my evidence. This means that, based on the evidence I gathered, I can describe in my own words various perspectives and a conclusion supported by the evidence and related to my artistic vision. It also means I can respond to opposing views, defending my position.

RECOGNIZE PERSPECTIVES

Students recognize and articulate their own and others' perspectives through the active engagement in the arts and through dialogue which includes theorizing, critical analysis, and writing.

I can recognize and describe different perspectives through art.

- **ARTS09-10.PERS1. Recognize and articulate one's own and others' perspectives on events, issues, phenomena, and/or situations by creating personal artistic expressions.**
 - I can recognize my reactions, as well as others' reactions, to an event, issue, thing, or situation. This means I can describe in my own words how I react to an event, issue, thing, or situation. It also means 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 I can create an artistic expression (dance, music, theater, visual art, etc.) that reflects my perspective on this event, etc. as well as reflecting another person's perceptions, perhaps from other cultures.
- **ARTS09-10.PERS2. Contrast an art form of a period and recognize that world views are influenced by experience in the arts.**
 - I can identify various art forms of a period. This means I can describe at least two types of artistic expression (dance, music, theater, visual art, etc.) that were used in one historic period.
 - I can contrast various art forms of a period. This means I can describe in my own words 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 I know that the types of artistic expression used in a specific period influence the worldview of individuals from that period and can, at least in a limited way, describe this in my own words.
- **ARTS09-10.PERS3. Explain how a cultural interaction influences the development of artistic ideas, products, concepts, and aesthetics.**
 - I can identify a cultural interaction. This means I can describe in my own words how one aspect of a particular culture affects or relates to another aspect of that culture or 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 I can describe, in my own words, how a cultural interaction affected an artistic idea, product, concept, or aesthetic.

- **ARTS09-10.PERS4. Articulate how the consequences of differential access to artistic experience affect artistic output.**
 - I can identify an occurrence of a differential access to knowledge, artistic experience, technology, and resources. This means I can research and identify a situation or region in which people have varying access to knowledge, artistic experience, technology, and resources based on distinctions between classes, races, economic means, politics, sex, or other factors. It also means I can describe this situation in my own words and provide at least four sources of evidence to support my contention that there is a differential access.
 - I can describe how differential access to knowledge, artistic experience, technology, and resources influences artistic production. This means I can describe in my own words two examples of artistic expression that were affected in some way by a differential access to these factors. It also means I can describe how this differential access affected the quality of artistic output.

COMMUNICATE IDEAS

Students communicate their ideas and feelings effectively through the making of artworks with and for diverse audiences.

I can communicate with and for different audiences through art.

- **ARTS09-10.COMM1. Recognize that there may be a different perception of meaning between the consumer and producer of an artwork when engaging in artistic expressions.**
 - I can recognize that audiences perceive artistic expressions differently. This means I can describe in my own words how at least two different audiences would perceive and react to the same artistic expression (dance, music, theater, visual art, etc.).
 - I can recognize that an audience may perceive artistic expression differently than the artist. This means I can describe in my own words how an audience would perceive an artistic expression and compare that to the artist's perception of the artistic expression.
- **ARTS09-10.COMM2. Use appropriate artistic language, terminology, and media to communicate an idea or theme; communicate ideas clearly.**
 - I can select an idea or theme about which I will communicate. This means that I can write a clear description of the idea or theme about which I will be communicating.
 - I can communicate an idea or theme relatively clearly. This means 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.
- **ARTS09-10.COMM3. Understand and explain how the arts impact understanding in an interdependent world; understand to some extent art's impact on collaboration in an interdependent world.**
 - I can explain how the arts affect understanding in an interdependent world. This means I can describe in my own words how artistic expressions (dance, music, theater, visual art, etc.) can affect the understanding of people from various global communities, nations, and regions. It also means I can also provide at least two examples of this.
 - I can understand how the arts might affect collaboration in an interdependent world. This means I can describe in my own words how artistic expressions (dance, music, theater, visual art, etc.) might affect the collaboration of people from various global communities, nations, and regions. It also means I can also provide one example of this.

- **ARTS09-10.COMM4. Select and use appropriate technologies to communicate an artistic point of view to an audience.**
 - I can select an appropriate technology to communicate with an audience. This means I can choose a suitable form of technology that allows my communication to be viewed/heard by one audience.
 - I can choose an artistic point about which to communicate with an audience. This means I can write a clear description of an artistic point that I will communicate about, keeping my audience in mind.
 - I can use technology to communicate an artistic point. This means I can use technology effectively to communicate the artistic point that I have selected. I also can make my communication appealing to my audience.

TAKE ACTION

Students translate their ideas and findings into artistic expressions intended to increase awareness and improve conditions.

I can create an artistic expression that increases awareness and improves conditions.

- **ARTS09-10.ACT1. Advocate for and contribute to improvement locally or regionally through artistic expressions.**
 - I can advocate through artistic expressions. This means I can communicate my position on a local, regional, or global issue through artistic expressions (dance, music, theater, visual art, etc.) and 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 I can create an artistic expression (dance, music, theater, visual art, etc.) that contributes to an improvement locally, regionally, or globally –even if only in a limited way.
- **ARTS09-10.ACT2. Identify opportunities for personal artistic expressions to address events, issues, phenomena, and/or situations in ways that can impact local, regional, or global communities.**
 - I can identify personal opportunities for artistic expressions that address events and issues that benefit communities. This means I can describe in my own words at least two opportunities to create artistic expressions (dance, music, theater, visual art, etc.) that address events, issues, things, or situations in a way that benefits various communities. It also means I can act on this opportunity by creating an artistic expression.
- **ARTS09-10.ACT3. Take artistic action based on evidence.**
 - I can gather evidence to support taking artistic action. This means I can locate two sources of evidence that indicate the possibility that artistic action would be beneficial.
 - I can take artistic action. This means I can create an artistic expression (dance, music, theater, visual art, etc.) that is based on my evidence.
- **ARTS09-10.ACT4. Use the arts creatively in ways that may contribute to improvements locally, regionally, or globally.**
 - I can use the arts creatively in ways that contribute to improvements. This means I can create an artistic expression (dance, music, theater, visual art, etc.) that I think will contribute to an improvement locally, regionally, or globally.