

# ASIA SOCIETY'S GRADUATION PORTFOLIO SYSTEM

*Arts*



**Asia**  
Society  
Partnership for  
Global Learning

## Arts Rationale

The arts play a critical role in shaping a student's world view, providing access to and understanding of a global perspective that is, on the one hand, deeply personal, and on the other, an opportunity to experience world cultures and traditions in unique and inviting ways. Through experiences in the arts, students explore dance, music, theatre, and visual arts representing diverse artists and cultures across time and place. An appreciative study of the arts provides students with an understanding of the human condition at its deepest levels. An appreciation of the arts of cultures foreign to us can effectively expand our understanding of the world and its peoples beyond the schoolyard.

The arts connect us to the world, no matter how we define the boundaries of our communities and schools. It is an assimilation and fusion imbued in sounds and images sent and received across distant shores in an instant. From Bollywood spectacles to short independent films made on a personal computer—all shared around the globe on YouTube, Facebook, and through electronic downloads, the arts know no boundaries.

Exposure to global arts experiences has never been greater. As technology continues to leverage our ability to communicate, think, and learn on a global scale, it also provides unlimited opportunities to produce and share creative and artful explorations with the world. In addition to arts appreciation, producing works of art in dance, music, theatre, and the visual arts, students learn the necessary skills and techniques inherent in each art form to bring their ideas to life.

As we produce a work of art, whether a dance, symphony, play, or painting—or any combination of these, whether presented as a live event or through digital media, we can begin to imagine how these works, as Nelson Goodman suggests, *may contribute to a vision of—and to the making of—a world*. What we discover about ourselves and our world (or worlds) *is heavily dependent on what we seek. Worldmaking... starts from worlds already on hand; the making is a remaking... recasting them in remarkable... but eventually recognizable ways*. Through this creative (or re-creative) process comes understanding and knowing through a new version of what has already come before or currently exists or perceived.

Bringing clarity to a global issue through the arts can be a powerful experience (an act of *worldmaking*), both for the artist and viewer. The intent is to promote understanding of the world in, through, and of the arts. We do that by asking... What are the arts skills and understandings our students need to know and be able to do to better *investigate the world through artistic expression*? What are the arts skills and understandings that students need to know and be able to do in order to *recognize their own and other's perspectives*? What are the arts skills and understandings that students need to know and be able to do in order to give personal and communal expression and *communicate ideas* in and about a complex world? What are the arts skills and understandings that students need to know and be able to do in order to *take action* and make a difference in the world?



The goals of a globally-focused arts program is to develop an individual's capacity to understand the role of the arts in the world; to study issues, situations, or events of global significance that call for an arts approach or solution, and to use the arts to support conclusions, decisions, and responses that lead them to act as reflective, constructive, and concerned citizens of the world.

### Investigate the World

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

- Utilize artistic expression to generate and understand the personal significance of locally, regionally, or globally-focused issues or driving questions.
- Identify, observe, and interpret a variety of works of visual or performing arts to determine their relevance to globally-significant themes.
- Analyze, weigh, integrate, and synthesize evidence to create artistic expressions, discern effectiveness, and critically respond to the expressions.
- Support artistic vision based on evidence that considers multiple perspectives and draws defensible conclusions.

### Recognize Perspectives

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

- Recognize and articulate one's own and other's perspectives on events, issues, phenomena, and/or situations by creating personal artistic expressions and identifying the influences on that creative process.
- Contrast various art forms of a period and explain how worldviews are influenced by experience in the arts.
- Create a visual or performing artwork that is influenced by cultural interaction.
- Articulate how the consequences of differential access to knowledge, artistic experience, technology, and resources affect the quality of artistic output and influence artistic production.

### Take Action

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

- Advocate for and contribute to improvement locally, regionally, or globally through artistic expressions.
- Identify opportunities for personal and collaborative artistic expressions to address events, issues, phenomena, and/or situations in ways that can impact various communities.
- Take appropriate artistic action based on evidence and the potential for impact, taking into account varied perspectives, aesthetics, techniques, and potential consequences for others.
- Use the arts to act in creative and responsible ways to contribute to improvements locally, regionally, or globally.

### Communicate Ideas

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

- Recognize that diverse audiences may perceive different meanings and reactions when engaging with artistic expressions.
- Use appropriate artistic language, terminology, and media to communicate an idea or theme effectively.
- Explain and/or understand how the arts impact understanding and collaboration in an interdependent world.
- Select and use appropriate technologies to communicate an artistic point of view with diverse audiences.

## Scoring Dimension

# INVESTIGATE THE WORLD

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

### Emerging

- The student generates an artistic expression.
- The student can identify only one work of visual or performing arts to determine its relevance to globally-significant themes and creates a personal artistic response.
- The student gathers evidence to create artistic expressions.
- The student supports his/her artistic vision based solely upon his/her own perspective.

### Developing

- The student utilizes artistic expression in limited ways to generate the personal significance of locally, regionally, or globally-focused issues or driving questions.
- The student identifies a variety of works of visual or performing arts to determine their relevance to globally-significant themes and creates a personal artistic response.
- The student analyzes and weighs evidence to create artistic expressions.
- The student supports his/her artistic vision with evidence that is limited and considers a narrow range of perspectives.

### Proficient/ College Ready

- The student utilizes artistic expression to generate and understand the personal significance of locally, regionally, or globally-focused issues or driving questions.
- The student identifies, observes, and interprets a variety of works of visual or performing arts to determine their relevance to globally-significant themes and creates a personal artistic response.
- The student analyzes, weighs, integrates, and synthesizes evidence to create artistic expressions, discern effectiveness, and critically respond to the expressions.
- The student supports his/her artistic vision based on evidence that considers multiple perspectives and draws defensible conclusions.

### Advanced/ College Level

- The student utilizes artistic expression to generate and understand the personal significance of locally, regionally, or globally-focused issues or driving questions and makes a compelling argument for his/her position.
- The student identifies, observes, and interprets a variety of works of visual or performing arts to determine their relevance to globally-significant themes and creates a personal artistic response.
- The student curates an exhibit of visual or performing arts works with narration that responds critically to the evidence synthesized.
- The student supports his/her artistic vision with well-selected pieces of visual or performing arts, created personally or by others.

## Scoring Dimension

# RECOGNIZE PERSPECTIVES

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

### Emerging

- The student recognizes his/her own perspective on events, issues, phenomena, and/or situations by creating personal artistic expressions.
- The student explains how his/her artistic perspectives and sensibilities are influenced by experience in the world.
- The student explains the concept of cultural interaction.
- The student explains differential access to the arts.

### Developing

- The student recognizes and articulates one's own and other's perspectives on events, issues, phenomena, and/or situations by creating personal artistic expressions.
- The student articulates and explains how artistic perspectives and sensibilities are influenced by experience in the world.
- The student explains how cultural interaction influences the development of artistic ideas, products, concepts, and aesthetics.
- The student articulates how the consequences of differential access to artistic experience affect artistic output.

### Proficient/ College Ready

- The student recognizes and articulates one's own and other's perspectives on events, issues, phenomena, and/or situations by creating personal artistic expressions and identifying the influences on that creative process.
- The student contrasts various art forms of a period and explains how worldviews are influenced by experience in the arts.
- The student creates a performing or visual artwork that is influenced by cultural interaction.
- The student articulates how the consequences of differential access to knowledge, artistic experience, technology, and resources affect the quality of artistic output and influence artistic production.

### Advanced/ College Level

- The student connects his/her own perspectives with those of at least two other cultures on events, issues, phenomena, and/or situations by curating an exhibit of their own personal artistic expression and those of the other cultures, and identifies the influences on that creative process.
- The student articulates and explains how artistic perspectives and sensibilities are influenced by experience in the world and, conversely, how worldviews are influenced by experience in the arts.
- The student creates a performing or visual artwork that explains how the cultural interaction influences the development of artistic ideas, products, concepts, knowledge, and aesthetics.
- The student creates a visual or performing artwork that illustrates the impact of differential access across different cultures.

## Scoring Dimension

# COMMUNICATE IDEAS

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

### Emerging

- The student doesn't mention other possible meanings or reactions when engaging in artistic expressions.
- There is an absence of appropriate artistic language, terminology, and media to communicate an idea or theme effectively.
- Student explanation is weak and not well communicated.
- The student uses technology but doesn't select one suited to the intended communication outcome.

### Developing

- The student recognizes that there may be a different perception of meaning between the consumer and producer of an artwork.
- The student's use of appropriate artistic language, terminology, and media to communicate effectively is inconsistent.
- The student explains how the arts have an impact on understanding but does not recognize its power of collaboration in an interdependent world.
- The student's use of technologies is limited or inconsistent.

### Proficient/ College Ready

- The student recognizes that diverse audiences may perceive different meanings and reactions when engaging in artistic expressions.
- The student uses appropriate artistic language, terminology, and media to communicate an idea or theme effectively.
- The student explains and/or understands how the arts impact understanding and collaboration in an interdependent world.
- The student selects and uses appropriate technologies to communicate an artistic point of view with diverse audiences.

### Advanced/ College Level

- The student anticipates and responds intentionally to an audience's perceptions of different meanings and reactions when engaging with artistic expressions.
- The student's use of appropriate artistic language, terminology, and media is nuanced to allow for sophisticated communication verbally and non-verbally with diverse audiences.
- The student explains and illustrates through sample works, in visual and/or performing arts, how the arts impact understanding and collaboration in an interdependent world.
- The student's use of multiple technologies for communication is skillful and recognizes the various needs of the audiences with whom he/she is communicating.

## Scoring Dimension

### TAKE ACTION

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

#### Emerging

- The student advocates for improvement locally regional, or globally through artistic expressions.
- The student has difficulty linking an artistic expression with events, issues, phenomena and/or situations in ways that can impact local, regional, or global communities.
- The student takes artistic action that is based solely on personal preference.
- The use of the arts lacks the creativity necessary to make a contribution.

#### Developing

- The student advocates for and contributes in a limited way to improvement locally regional, or globally through artistic expressions.
- The student identifies opportunities for personal artistic expressions to address events, issues, phenomena, and/or situations in ways that can impact local, regional, or global communities.
- The student takes artistic action based on evidence only.
- Although the use of the arts is creative, the evidence of the ethical core for this action is not apparent.

#### Proficient/ College Ready

- The student advocates for and contributes to improvement locally regional, or globally through artistic expressions.
- The student identifies opportunities for personal and collaborative artistic expressions to address events, issues, phenomena, and/or situations in ways that can impact local, regional, or global communities.
- The student takes appropriate artistic action based on evidence and the potential for impact, taking into account varied perspectives, aesthetics, techniques, and potential consequences for others.
- The student uses the arts to act in creative and responsible ways to contribute to improvements locally, regionally, or globally.

#### Advanced/ College Level

- The student advocates for and contributes to improvement locally, regionally, or globally through artistic expressions, and there is evidence of the impact on an authentic audience.
- The student identifies opportunities and acts on these with personal and collaborative artistic expressions to address events, issues, phenomena, and/or situations in ways that can impact local, regional, or global communities.
- The student takes appropriate artistic action based on evidence and the potential for impact, taking into account varied perspectives, aesthetics, techniques, and potential consequences for others, and he/she documents and communicates the results.
- The student uses the arts to act in creative and responsible ways to contribute to improvements locally, regionally, or globally and documents its impact.