

Arts Education Grade 1 Critical / Responsive (CR)				
Outcome	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
<b>CR1.1</b> <b>Demonstrate understanding that the arts are a way of expressing ideas.</b>	<ul style="list-style-type: none"> <li>I can <b>identify a few</b> ways that arts expressions can affect people.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>identify several ways</b> that arts expressions can affect people.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>represent several</b> ways that arts expressions can affect people.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>compare</b> ways that arts expressions can affect people.</li> </ul>
	<ul style="list-style-type: none"> <li><b>With help</b>, I can identify one idea or feeling in my own arts expressions.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify <b>ONE</b> idea <b>OR</b> feeling in my own arts expressions.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>identify</b> the main ideas <b>OR</b> feelings in my own arts expressions.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> the main ideas <b>OR</b> feelings in my own arts expressions.</li> </ul>
	<ul style="list-style-type: none"> <li><b>With help</b>, I use a few grade-appropriate arts words when I talk about the arts.</li> </ul>	<ul style="list-style-type: none"> <li>I use a <b>few grade-appropriate arts</b> words when I talk about the arts.</li> </ul>	<ul style="list-style-type: none"> <li>I use <b>several grade-appropriate arts words</b> when I talk about the arts.</li> </ul>	<ul style="list-style-type: none"> <li>I use a <b>wide variety of grade-appropriate arts words</b> when I talk about the arts.</li> </ul>
Comments				

## Arts Education Grade 1 Critical / Responsive (CR)

<p><b>CR1.2</b> <b>Investigate and describe various reasons for creating arts expressions.</b></p>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can ask <b>some</b> thin questions (e.g. Who? What? Where? When?) questions about artists or the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask <b>thin questions</b> (e.g. Who? What? Where? When?) questions about artists or the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask <b>thick questions</b> (e.g. Why? How?) about artists or the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask <b>probing questions</b> (e.g. How are things the same or different? What would happen if . . .? What might have been the artist’s intention? What’s another way you might . . .? What do you think about . . .?).</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can find information related to my questions, with or without technology.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>find information related to my questions</b>, with or without technology.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>find information that answers my questions</b>, with or without technology.</li> </ul>	<ul style="list-style-type: none"> <li>• I ask <b>more questions</b> based on the information I find.</li> </ul>

Comments