

Arts Education Grade 9 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>CR9.1</b> <b>Respond to professional dance, drama, music, and visual art works through individual or collaborative inquiry and the creation of own arts expressions.</b>	<ul style="list-style-type: none"> <li>I can use an artistic medium (e.g. poetry, narrative, drama, visual art, dance, music) to respond to <b>ONE</b> professional dance, drama, music, OR visual art works.</li> </ul>	<ul style="list-style-type: none"> <li>I can use an artistic medium (e.g. poetry, narrative, drama, visual art, dance, music) to respond to <b>some</b> professional dance, drama, music, OR visual art works.</li> </ul>	<ul style="list-style-type: none"> <li>I can use an artistic medium (e.g. poetry, narrative, drama, visual art, dance, music) to respond to some professional dance, drama, music, <b>AND</b> visual art works, <b>AND explain the connections between the two artistic works.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can use an artistic medium (e.g. poetry, narrative, drama, visual art, dance, music) to respond to professional dance, drama, music, <b>AND</b> visual art works, and explain the connections between the two artistic works, <b>using examples from both works.</b></li> </ul>
	<ul style="list-style-type: none"> <li>I can develop a few thin (Who? What? Where? When?) questions, individually or with others, about a selected arts expression.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>develop several few</b> thin (Who? What? Where? When?) <b>questions</b>, individually or with others, about a selected arts expression.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop several thick questions (How? Why? To what extent?), <b>and answer them, about</b> a selected arts expression, individually or with others.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop several questions, <b>and answer them, about</b> a selected arts expression, individually or with others, <b>and share the results.</b></li> </ul>
Comments				

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<b>CR9.2</b> Investigate and identify ways that today’s arts expressions can inspire change.	<ul style="list-style-type: none"> <li>• I can propose the extent to which <b>today’s arts expressions can inspire change</b>, using a <b>few teacher-selected artistic expressions</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• I can propose the extent to which <b>today’s arts expressions can inspire change</b>, using a <b>few</b> artistic expressions I have selected myself through research.</li> </ul>	<ul style="list-style-type: none"> <li>• I can propose <b>and support with examples and details</b> the extent to which <b>today’s arts expressions can inspire change</b>, using <b>several</b> artistic expressions I have selected myself through research.</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare <b>with examples and details</b> the extent to which <b>today’s arts expressions can inspire change in a variety of</b> artistic expressions I have selected myself through research.</li> </ul>
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<b>CR9.3</b> Investigate and identify how arts expressions can challenge thinking about values, ideas, and beliefs.	<ul style="list-style-type: none"> <li>I can propose the extent to which <b>today’s arts expressions can challenge thinking about values, ideas, and beliefs</b>, using a <b>few teacher-selected artistic expressions</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can propose the extent to which <b>today’s arts expressions challenge thinking about values, ideas, and beliefs</b>, using a <b>few</b> artistic expressions I have selected myself through research.</li> </ul>	<ul style="list-style-type: none"> <li>I can propose <b>and support with examples and details</b> the extent to which <b>today’s arts expressions can challenge thinking about values, ideas, and beliefs</b>, using <b>several</b> artistic expressions I have selected myself through research.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare <b>with examples and details</b> the extent to which <b>today’s arts expressions can challenge thinking about values, ideas, and beliefs in a variety of</b> artistic expressions I have selected myself through research.</li> </ul>
Comments				