

**Title or Description of the Unit**

<b><u>Performance Indicators</u></b>	<b><u>Learning Targets :</u></b> <i>An explicit statement of what learners will know, understand or be able to do in a particular context (for example, after a specific lesson or unit). A defining characteristic of a learning target/goal is that it be clearly measurable.</i>	<b><u>Exceeds</u></b> An excellent understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The work completed exceeds defined requirements, and there is substantial evidence of analysis, synthesis and evaluation where appropriate.	<b><u>Proficient</u></b> A good general understanding of the required knowledge and skills, and the ability to apply them in different situations. There is sufficient evidence of analysis, synthesis, and evaluation where appropriate.	<b><u>Ap</u></b> An und req and abil with Evi ince mis the und esse big
<b><u>literacy</u></b> understanding of technical appropriate use of media, and content specific techniques.  and refine artistic techniques for		1.A Achieves all the requirements of proficient and employs a variety of appropriate techniques to refine existing work as well as communicates well the reason for choices made.	Demonstrate an understanding of skills, concepts, terminology and processes through the evidence of communication via writing, video, discussion, performance or product.	Ap but limi req pro con Evi ince
<b><u>d and demonstrate skills, terminology and processes to show eracy.</u></b>		1.B Achieves all the requirements of proficient as well as demonstrates a more sophisticated level of communication, skills, processes and the use terminology.	Demonstrate an understanding of skills, concepts, terminology and processes through the evidence of communication via writing, video, discussion, performance or product.	Ap but limi req pro con Evi ince

<p><b>and Innovation</b></p> <p>processes that lead to creativity and innovation in an artistic process</p> <p>and conceptualize artistic ideas</p>		<p>2A. Achieves all the requirements of proficient as well as providing extensive research and investigation to develop more sophisticated ideas.</p>	<p><b>Utilize a variety of brainstorming techniques, investigate and research related concepts to inform and develop ideas.</b></p>	<p>App but invest research and development</p>
<p>and develop artistic ideas and work.</p>		<p>2B. Achieves all the requirements of proficient. Ideas are more sophisticated. Analysis is extensive as is the plan, process and documentation.</p>	<p><b>Demonstrate the ability to analyze and develop ideas, determine required materials/techniques and create a plan including goals/deadlines. Document the process of developing ideas from early stages to fully elaborated concepts.</b></p>	<p>App but and process and Conceptual Elaboration</p>
<p>complete artistic work.</p>		<p>2C. Achieves all the requirements of proficient while demonstrating a higher order of creativity through innovative and original ideas. Work is challenging and demonstrates exceptional persistence.</p>	<p><b>Critically analyze in order to improve and refine work. Demonstrate the ability to employ risk-taking to create innovative and original works and expand on original ideas. Demonstrate the ability to engage and persist through difficult tasks to complete. works of art.</b></p>	<p>App but be in taking may</p>
<p>and relate knowledge and personal make art.</p>		<p>2D Achieves all the requirements of proficient while demonstrating an objective and thorough method of analysis which leads to a more sophisticated level of communication.</p>	<p><b>Use self reflection and analysis of existing works to communicate personal meaning and shared experiences through the creation of original works of art.</b></p>	<p>App but reflection are Conceptual Limitation</p>

<p><b>Problem-Solving</b>  <b>ite, design, and create in order</b>  <b>ms.</b></p> <p><b>analyze creative problem-</b>  <b>reative-thinking skills to improve</b>  <b>ork and/or the work of others.</b></p>		<p>3A.Achieves all the requirements of proficient and pursues and applies further methods of creative thinking and problem solving to create a higher level of work.</p>	<p><b>Applies and analyzes problems through brainstorming techniques such as: open-ended inquiry, consideration of multiple options, and weighing consequences, which results in the assessment and improvement of own work and/or the work of others.</b></p>	<p>Ap pro tecl to s evic tho ass imp wor oth</p>
<p><b>rt-term and long-term goals</b>  <b>ous criteria and related to time</b>  <b>nterpersonal interactions, or</b>  <b>ent that will lead to success in</b></p>		<p>3B. Achieves all the requirements of proficient and creates higher level goals which involve greater challenges, more in depth time management and greater collaboration with others.</p>	<p><b>Creates and meets short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions or skill development that will lead to success in the arts.</b></p>	<p>Ap pro mo util goz me crit tim anc ski inte inte wil in t</p>
<p><b>ite positive interpersonal skills</b>  <b>the impact of interpersonal</b>  <b>nal success in the arts.</b></p>		<p>3C. Achieves all the requirements of proficient while demonstrating the ability to collaborate and possibly lead others as well as setting high standards for personal inventory of interpersonal skills.</p>	<p><b>Constructively demonstrates the ability to present, discuss, critique, collaborate, debate, and reflect on the work of self and others while recognizing the importance of said skills in the arts.</b></p>	<p>Ac req pro der abi col pos as high per of i ski</p>

<p><b>ANCE,PRESENTATION, ON</b></p> <p>n and/or exhibit prepared works as a group. ____</p> <p><b>Interpret and select artistic work n.</b></p>		<p>4A.Achieves all the requirements of proficient and cultivates a deeper level of analysis, interpretation and justification while analyzing the target audience and presentation format.</p>	<p><b>Analyze, interpret and justify selected artistic work for presentation. Identify target audience and presentation format.</b></p>	<p>Ap pro sup unc to : inte wo pre cor tarq</p>
<p><b>id refine artistic techniques for</b></p>		<p>4.BAchieves all the requirements of proficient and formulates strategies which will take presentation to a higher level of achievement.</p>	<p><b>Identify strengths and weaknesses of work in order to develop and refine artistic techniques for presentation.</b></p>	<p>Ap pro abi anc tec pre sup</p>
<p><b>eaning through the presentation k.</b></p>		<p>4C.Achieves all the requirements of proficient and presentation is sophisticated and is approaching mastery level work.</p>	<p><b>Publicly present artistic work which conveys meaning either individually or as a group.</b></p>	<p>Ap pro abi me pre inc nee</p>

<p><b>3 CONSTRUCTION AND</b> <b>N</b> ite, and construct meaning from vidence.  id analyze artistic work.</p>		<p>5A. Achieves all the requirements of proficient and demonstrates a deeper insight into the components and analysis of artistic work.</p>	<p><b>Demonstrates an understanding of the components of artistry, how they exhibit in artistic work and how to apply appropriate standards to analyze the work.</b></p>	<p>Ap pro unc cor arti per ana inc nee</p>
<p>tent and meaning in artistic work.</p>		<p>5B. Achieves all the requirements of proficient and is able to offer multiple options of meaning and analysis of the artistic work.</p>	<p><b>Demonstrates an understanding of the artist's meaning and intent by synthesizing analysis, perception and initial impression of the work.</b></p>	<p>Ap pro unc arti inte sup evi ana</p>
<p>ria to evaluate artistic work.</p>		<p>5C. Achieves all the requirements of proficient and is able to apply more sophisticated criteria to an individual or body of work.</p>	<p><b>Evaluates artistic work through an understanding of artistic components and constructively communicates resulting evaluation with others.</b></p>	<p>Ap pro app crit eva arti sup</p>

<p><b>IONS</b></p> <p>Understanding of the inter- ong the Visual/Performing arts es and culture, history, and</p> <p>tic ideas and works with societal, storical context to deepen</p>		<p>6.A. Achieves all the requirements of proficient and demonstrates a deeper insight into the components and analysis of artistic work.</p>	<p><b>Demonstrates an understanding of the components of artistry, how they exhibit in artistic work and how to apply appropriate standards to analyze the work.</b></p>	<p>Ap pro unc cor arti per ana inc nee</p>
<p>ills and concepts that are similar es.</p>		<p>6B. Achieves all the requirements of proficient and is able to apply artistic skills across disciplines.</p>	<p><b>Recognize and analyze specific artistic skills and concepts utilized within and outside of artistic disciplines.</b></p>	<p>Ap pro rec ana ski inc nee</p>
<p>w knowledge of the arts relates to l and school to work transitions r and life decisions including the : the arts are a means of renewal</p>		<p>6C. Achieves all the requirements of proficient and is able to apply knowledge of the arts to other life decisions as well as potentially explores the arts as a viable career option or life-long activity.</p>	<p><b>Demonstrate and communicate an understanding of the impact of the arts upon daily life and the function of the arts as a means of life-long renewal and recreation .</b></p>	<p>Ap pro unc imp inc nee</p>