

*Challenge for Credit in Arts Education
Handbook for Teachers and Administrators*



Challenge for Credit in Arts Education

(Dance, Drama, Music, Visual Arts)

Introduction

The Challenge for Credit process allows schools to recognize that a student has already acquired the knowledge, skills, and attitudes that an existing arts education course seeks to develop. In dance, drama, music, and visual arts, the general curriculum outcomes and specific curriculum outcomes are articulated in Nova Scotia curriculum guides.

Guidelines for Process

It is recommended that all challenges for arts education courses be conducted at the regional level, although students would apply through their individual schools. One committee would be convened to review and evaluate all challenges in the region for a given term, ensuring consistency throughout the region. Regions are encouraged to consider Challenge for Credit applications in Term 1 only, allowing unsuccessful applicants the opportunity to take a Public School Program credit in Term 2.

Challenge for Credit in any arts education course will involve a five-step process:

1. Notice of intent to challenge
2. Consultation
3. Evidence of learning (portfolio)
4. Committee review
5. Interview and evaluation

1. Notice of Intent to Challenge

A student visits the guidance counsellor to declare her/his intent to challenge and picks up an information package. Preferably, this step will occur by **September 30**. The information package will include

- Time Frame (Appendix A)
- Application Form (Appendix B)
- Portfolio contents (Appendix C)
- Portfolio Reflection Strips (Appendix D)
- General and specific curriculum outcomes for the course being challenged
- (Appendix E)
- Assessment Rubric (Appendix G)

2. Consultation

Within 2 or 3 weeks following the Notice of Intent to Challenge, a meeting will be held with the student, an arts education teacher in the discipline being challenged (if there is no such teacher in the school, consider consulting with a colleague from another school), and a guidance counsellor. The purpose of the meeting is to determine whether the student is a potential candidate and, if so, to outline the time frame, process, and the requirements for a successful challenge. To inform the discussion, the student should present her/his completed application form, a letter of support from at least one person with recognized expertise in the area of challenge (e.g., private art instructor, director of a theatre school), and a partially developed portfolio. Students should consider whether it is in their best interest to proceed with the challenge. They should be advised that because of the process-oriented and collaborative learning outcomes in arts education courses, it is preferable to take the course at the school when it is available. If the student is moving forward, the guidance counsellor will submit the completed application form to the person at the region facilitating the challenge procedure. At this point, the student is committed to the Challenge for Credit process, and the assigned mark will be final and will appear on the student's transcript.

3. Challenge for Credit Committee

It is recommended that a committee be formed at the regional level, comprised of an administrator and three arts education teachers (representing a variety of disciplines) to evaluate all challenges for the term. The committee will review the application and portfolio (prior to the interview), conduct the interview, and evaluate the challenge of each student. Depending on the number of challenges, it is recommended that the interviews take place in one day. This regional-level, Arts Education Challenge for Credit Committee can be especially effective in terms of time efficiency, consistency, and minimizing possible negative impact on teacher-student relationships at the school level. To assist the evaluation process, committee members should consult Appendix C for portfolio requirements and Appendix F for suggested interview questions. Note: In some cases, it may be more practical to have the challenge juried at the school level, by a school-level Challenge for Credit Committee.

4. Evidence of Learning

Students will provide evidence that they have acquired the learning necessary to meet the general and specific curriculum outcomes of the course. This evidence will be collected via the portfolio and the live interview.

The evidence should be organized based on the prescribed outcomes and include the following:

- A portfolio containing creative work and supporting materials that indicate attainment of the outcomes (Students should attach a Portfolio Reflection Strip to eight pieces of evidence, as indicated in Appendix D.)

- A demonstration or performance during the interview (e.g., on-site drawing activity, dramatic monologue, creative movement piece). This may, when appropriate, involve other performers.
- Interviews will be substantive (approximately one hour in length), focused on learning outcomes and interactive conversation. Students will have ample opportunity to demonstrate their achievement of the outcomes in a supportive setting.

5. Evaluation

Challenge for Credit is intended to be a thorough process. The evaluation of each applicant is carried out by the Challenge for Credit Committee, keeping in mind the student's proficiency, understanding, and capacity to grow. After considering the full range of outcomes, the committee will assign a percentage mark following the assessment rubric (see Appendix G). Seventy per cent (70 %) of the student's final mark will be based on the portfolio, with thirty per cent (30%) derived from the interview. The committee decision is based on evidence that has been presented and is final.

Additional Considerations

1. Students will not be permitted to challenge for credit for more than one course in each of dance, drama, music, and visual arts.
2. Evidence of success in private study can be an aspect of the student's portfolio. However, private studio instruction, while often at a high level of technical mastery, may not necessarily support students' achieving the full range of outcomes in a Public School Programs arts education course.

Appendix A: Sample Time Frame

By September 30: Student declares intent to challenge to the guidance office and receives the information package.

By October 24: Consultation takes place at the school level. If moving forward with the challenge, the application form is sent to the regional person responsible for the Challenge for Credit process.

By November 7: Portfolio is submitted to the guidance office and forwarded to the identified Regional representative. Committee members will review the portfolio before the interview date.

By November 30: Interview takes place with the student and the Challenge for Credit Committee.

Appendix B: Application for Challenge for Credit

(ARTS SUBJECT AREAS)

STUDENT NAME				ID #	
SCHOOL				PHONE	
GRADE		EMAIL			
DATE OF APPLICATION					
PARENT/GUARDIAN NAME(S)					
PARENT/GUARDIAN PHONE(S)					

Answer each of the following six questions by checking (✓) Yes or No, as appropriate.

- Have you consulted with your parent(s)/guardian(s) about this challenge? Yes No
- Have you spoken to the guidance counsellor and teachers about this challenge? Yes No
- Are you aware of all the curriculum outcomes for the course that you are challenging? Yes No
- Are you aware that assessment for this course is based on curriculum outcomes for the challenged course? Yes No
- Are you prepared to submit a comprehensive portfolio of your accomplishments for assessment of prior learning? Yes No
- Are you prepared to participate in an extensive interview/demonstration of skills after the submission of the portfolio? Yes No

Provide the names of two experts who can attest to the attainment of your curriculum outcomes in relation to the challenged course. These are persons with recognized expertise in the area of your challenge (e.g., private art instructor, director of a theatre school). Submit a letter of support from at least one of these persons with your application **(on or before October 24)**.

Name	Area of Expertise	Phone

Briefly provide information/answers for each of the following. (You may use a separate sheet of paper if required).

1. Why are you challenging this course?
2. Please explain why you feel you should qualify for a high school credit in the arts by using the Challenge for Credit process.
3. How can you demonstrate what you know and are able to do as a result of your prior learning?
4. In what ways has your previous experience/learning in relation to this course helped you develop the Essential Graduation Competencies (Citizenship, Communication, Personal Development, Creativity and Innovation, Critical Thinking, and Technological Fluency)?

Included in the information package are the General Curriculum outcomes (GCOs) and the specific curriculum outcomes (SCOs) for the specific course you are challenging. You should be prepared to meet all the outcomes for the course.

Student signature: _____

Parent signature: _____

Appendix C: Portfolio Requirements

Part A: Mandatory Portfolio Requirements

(All arts education courses)

The portfolio must include the four components listed below and may be presented in a variety of formats (scrapbook, media, slideshow presentation, website, blog, etc.). The material should be easily accessible, articulate and organized, demonstrating an extensive commitment to the art and including evidence of community involvement.

Reflective Journal

Integral to the production of a portfolio is the process of reflection. Successful reflection demonstrates self-awareness and personal growth. Ultimately, self-reflection and dialogue with others will result in insights as to

- how and why, you think the way you do about artmaking and learning
- what actions you took / choices you made
- the meaning of your actions and choices
- what learning and growth has occurred
- how you can change your practices in the future
- what you believe is the social value of expressing yourself through the arts

Creative Process Video

A video of four to seven (4–7) minutes in length, demonstrating the student creating/rehearsing a work. This is not meant to be a video of a finished work, but an explanation of the process that is occurring in the video. The student should explain the process verbally during the work or stop performing and explain choices they are making.

Supporting Materials (some suggestions)

- Compositions
- Ticket stubs/programs
- Reviews
- Listing of repertoire / past productions
- Mini curriculum vitae
- Listing of the technology the student has used in relation to the outcomes
- Photos
- External exam results/certificates
- Camps
- Festivals

- Workshops
- Volunteer work
- Letters of support/thanks
- Audition videos/recordings

Finished Work

See Part B for details.

Part B: Mandatory Finished Work Portfolio Requirements

(By discipline)

Dance 11

Required finished work:

- Video recording of three prepared dance performances in the dance styles of your choice. These should demonstrate your range and versatility as a dancer and performer and reflect a variety of dance genres (any accepted dance genre including but not limited to ballet, contemporary, jazz, lyrical). The dances must include solo and ensemble dancing, as well as dance pieces choreographed by the student.
- Choreography notation book that records the choreography of the videotaped pieces and uses appropriate vocabulary for specific dance styles. This book must be organized, neat, and legible.
- With this video, include Reflection Strips (see Appendix D) that designate video track time for the GCO achievements.

For the interview, students should be prepared to

- perform an improvisational dance in which a choreographer provides dancers with a score (i.e., generalized directives) that serves as a guideline for improvised movement and form (Students will then prepare and perform a dance inspired by this score. Students will be assessed on artistic interpretation, flexibility, strength, musicality, ability to follow directions, co-ordination, movement sensitivity, and ability to use space effectively.)
- perform a prepared dance that reflects a cultural dance tradition of the student's choice (The dance can be a solo or part of an ensemble dance performance.)
- discuss their work and portfolio in depth
- bring the following: pencil, paper, appropriate dress (footless tights / leotard / t-shirt and shorts) and footwear, your dance music, and personal stereo system

Drama 12: Theatre Arts

Note: *Drama 10 and Drama 11 are primarily focused on the processes of developmental drama, and, as such, it is not feasible to demonstrate the achievement of those courses through the Challenge for Credit process. Drama 12 has a stronger focus on areas of performance, stage craft, technical acting, and theatre production.*

Required finished work:

- Rehearsal prompt book
- Ongoing reflective rehearsal journal
- Short original play (not more than 10 minutes)
- Video recording of a scene from a published play with at least one other actor (not more than 5 minutes)
- Video recording of an improvisation exercise with at least one other actor
- Two theatrical reviews: review of past theatrical production in both performance arts (acting, writing) and technical aspects (stage managing, directing, lighting, sound). Reviews should include a self-performance review and an external performance review. Each should include a discussion of how these performance experiences shaped and will shape future work.
- Lighting design and sound design demonstration

For the interview, students should be prepared to

- present a monologue (not more than two minutes)
- use improvisation to create a dramatic piece
- discuss their work and portfolio in depth

Music 10, Music 11, Music 12

Required finished work:

- Video recording of three contrasting pieces, in an appropriate musical performance space (student should consult with a high school music teacher to determine whether the technical level of the selected pieces is appropriate for the level being challenged). These should reflect a variety of historical and cultural contexts.
- A video recording (in addition to the two above) illustrating an example of collaborative music making (e.g., playing a duet, playing in a group, accompanying another performer). Performance should demonstrate the students' musicianship (e.g., ability to perform in tune, with attention to phrasing, balance, dynamics, articulation, and appropriate style).
- Video recording of an improvisation performance
- Music theory examples
- Composition examples

For the interview, students should be prepared to

- perform one prepared piece
- sight read a provided piece
- discuss their work and portfolio in depth

Visual Arts 10, Visual Arts 11, Visual Arts 12

Required finished work:

- Sketchbook: Must include observational drawing, material exploration, art historical/cultural inspirations, and idea development for final art works.
- A minimum of 15 original works in at least five of the following media: pencil, pastel, charcoal, inks, acrylic, conte, tempera, watercolour, oil, sculpture in any medium, textiles, photography, mixed media, video, multimedia, printmaking.
- In these 15 artworks, there must be a minimum of one example of collaborative artmaking (e.g., with a mentor, during a workshop, via the Internet) and at least one piece of art influenced from another arts discipline.
- At least one artist statement pertaining to one of the 15 original artworks.
- Thumbnail or preliminary sketches of at least five of the 15 works should be evident in the Sketchbook. Artists must provide evidence of ability to take a theme and work it through.
- Evidence of participation in an art exhibition, as an exhibitor and/or an organizer.

For the interview, students should be prepared to

- bring an example of an artwork other than their own (can be a reproduction) and a print advertisement for discussion during the interview
- demonstrate an aspect of their visual art making (e.g., still life, working on an unfinished piece, carving a relief plate) (Bring all necessary materials.)
- discuss their work and portfolio in depth

Appendix D: Portfolio Reflection Strips

Through the process of completing an artwork, it is recognized that the work will demonstrate achievement of multiple specific curriculum outcomes (SCOs), encompassing many general curriculum outcomes (GCOs). Identify eight pieces of evidence in your portfolio that best exemplify learning in each of the GCOs. Attach a reflection strip to each of the selected works, ensuring you have one for each GCO. At the interview, students will be asked to make connections across the full range of outcomes for their eight selected pieces, as well as discuss the other artwork in their portfolio and how those demonstrate achievement of the outcomes.

Portfolio Reflection Strip

Although this work meets a diverse range of outcomes, I feel it is the best example of demonstrating achievement in GCO ____ and the related SCOs. This work reveals learning in these outcomes in the following ways:

Portfolio Reflection Strip

Although this work meets a diverse range of outcomes, I feel it is the best example of demonstrating achievement in GCO ____ and the related SCOs. This work reveals learning in these outcomes in the following ways:

Appendix E: Arts Education Outcomes (GCOs and SCO)

Dance 11

General Curriculum Outcomes

CREATIVE/PRODUCTIVE

1. Students will use dance to explore, develop, refine, and express ideas, experiences, and feelings and demonstrate personal growth through these experiences.
2. Students will create their own dances, both individually and collaboratively.
3. Students will present, perform, and communicate through movement, applying their understanding of skills and techniques.

CRITICAL/RESPONSIVE

4. Students will respond with critical awareness and sensitivity to their own dance work and the work of others.
5. Students will address problems and make decisions relating to their dance work.
6. Students will make connections in local and global contexts among various dance disciplines, and between dance and other disciplines.

CULTURAL/HISTORICAL

7. Students will demonstrate an understanding of dance in cultural and historical contexts at personal, local, and global levels.

Specific Curriculum Outcomes

Students will be expected to

- 1.1 take learning risks within a dance context
- 1.2 move in response to various stimuli
- 1.3 develop and refine their vocabulary of dance movement and their creative expression through experiences with space, time, dynamics, and relationship
- 1.4 apply materials, techniques, and forms to enhance expression through dance

- 2.1 use movement vocabulary to interpret and communicate meaning
- 2.2 experiment with a range of creative forms to create works in dance that express personal meaning
- 2.3 improvise within a given structure

- 2.4 build dance works from the ideas and contributions of others

- 3.1 demonstrate techniques specific to one or more genres
- 3.2 perform or interpret a given style or choreographic task
- 3.3 adapt a performance for a given environment
- 3.4 perform dance sequences that show smooth transitions between movement, varying in form, flow, and speed
- 3.5 collaborate in the process of presenting dance, demonstrating personal preparedness, respect for others' contributions, and commitment to rehearsing
- 3.6 demonstrate a working knowledge of safe warm-up and cool-down techniques

- 4.1 analyze and make decisions about structure, style, and meaning in dance
- 4.2 critically examine their own work and the work of others using criteria they have developed
- 4.3 connect their dance experiences with their personal growth
- 4.4 explore connections between dance and life experiences

- 5.1 identify problems relating to their own work and address them by using effective problem-solving and decision-making strategies
- 5.2 explore and present various solutions to a range of choreographic problems

- 6.1 compare and contrast the definitive styles of various genres in terms of the elements of movement
- 6.2 use elements from the various arts in the design, creation, and presentation of their dance works
- 6.3 connect the knowledge, skills, and discipline developed through dance to life's opportunities

- 7.1 demonstrate an understanding of the relationship between personal identity and cultural heritage
- 7.2 demonstrate an understanding of and respect for the richness of dance in local and global cultures
- 7.3 show ways in which their work and the work of others reflect cultural richness
- 7.4 demonstrate an understanding of cultural/historical influences on dance and dancers
- 7.5 demonstrate an understanding of how dance celebrates, comments on, and influences issues and events in local and global contexts, both historical and present day

Drama 12: Theatre Arts

General Curriculum Outcomes

CREATING, MAKING, AND PRESENTING

Students will be expected to

1. explore, challenge, develop, and express ideas using the skills, language, techniques, and processes of the arts
2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes

UNDERSTANDING AND CONNECTING CONTEXTS OF TIME, PLACE, AND COMMUNITY

Students will be expected to

3. demonstrate critical awareness of and value the role of the arts in creating and reflecting culture
4. respect the contributions of individuals and cultural groups to the arts in local and global contexts and value the arts as a record of human experience and expression
5. examine the relationship among the arts, societies, and environments

PERCEIVING AND RESPONDING

Students will be expected to

6. apply critical thinking and problem solving strategies to reflect on and respond to their own and others' expressive work
7. understand the role of technologies in creating and responding to expressive works
8. analyze the relationship between artistic intent and the expressive work

Specific Curriculum Outcomes

Students will be expected to

CM 1.1 express, develop, challenge, and communicate ideas through their participation in theatrical production, as actors, writers, directors, technicians, and other production team members

CM 1.2 improvise and create original script that reveals character and theme based on personal experience, heritage, imagination, literature, and history

CM 2.1 develop and refine theatrical production for presentation

CM 2.2 demonstrate that theatrical production is a collaborative effort of the entire production team, respecting the ideas and contributions of everyone involved

CM 2.3 develop and apply individual skills within the production team

UC 3.1 demonstrate an understanding of historical and cultural influences on theatrical production

- UC 3.2 analyze selected career opportunities by identifying the necessary skills and training required
- UC 3.3 analyze, understand, and value the influence of drama in creating and reflecting culture

- UC 4.1 demonstrate an understanding of the role of drama as a record of human experience as it connects to their own lives
- UC 4.2 use cultural, historical, and political information to solve problems and make dramatic choices, articulating reasons for their choices
- UC 4.3 respect the integrity of various cultural groups and their contribution to drama in the global community

- UC 5.1 interpret and perform theatrical work that promotes and challenges their own ideas and the ideas of others, the community, and society
- UC 5.2 demonstrate an understanding of the importance of physical space and technology in creating environments for theatrical production
- UC 5.3 demonstrate an understanding of how drama clarifies and influences issues and events in local and global contexts
- UC 5.4 demonstrate an understanding that theatrical production integrates all art forms

- PR 6.1 explore, present, and evaluate solutions to a range of problems relating to theatrical production
- PR 6.2 review and critique presentations and interpretations of dramatic works, using appropriate terminology
- PR 6.3 demonstrate the interdependence of all elements of theatrical production
- PR 7.1 analyze and make choices about different media for dramatic effect and articulate reasons for their choices
- PR 7.2 select, use, and critique a range of technical elements and technologies in their theatrical productions

- PR 8.1 analyze the responsibilities of all members of the production team in relation to the author's intentions
- PR 8.2 observe and reflect on an actor's performance, and compare the portrayal to the intended role
- PR 8.3 compare the ways in which theatre, dance, visual arts, and music can be used to realize artistic intent

Music

General Curriculum Outcomes

CREATING, MAKING, AND PRESENTING

Students will be expected to

1. explore, challenge, develop, and express ideas using the skills, language, techniques, and processes of the arts
2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes

UNDERSTANDING AND CONNECTING CONTEXTS OF TIME, PLACE, AND COMMUNITY

Students will be expected to

3. demonstrate critical awareness of and value the role of the arts in creating and reflecting culture
4. respect the contributions of individuals and cultural groups to the arts in local and global contexts and value the arts as a record of human experience and expression
5. examine the relationship among the arts, societies, and environments

PERCEIVING AND RESPONDING

Students will be expected to

6. apply critical thinking and problem solving strategies to reflect on and respond to their own and others' expressive work
7. understand the role of technologies in creating and responding to expressive works
8. analyze the relationship between artistic intent and the expressive work

Specific Curriculum Outcomes

MUSIC 10

Students will be expected to

- CM 1.1 sing or play, maintaining a part within increasingly complex textures and harmonies, using a range of musical structures and styles
- CM 1.2 demonstrate how materials, techniques, and forms can be used to enhance the expression of meaning in music
- CM 1.3 interpret and respond to non-verbal gestures, making connections to notation and musical expression
- CM 1.4 express musical thoughts and ideas using a variety of notational systems, both traditional and non-traditional

- CM 2.1 improvise and compose music using a range of skills and forms that express ideas, perceptions, and feelings
- CM 2.2 explore a range of skills and techniques to create, make, and present music
- CM 2.3 explore and perform, alone and with others, music expressing a broad range of thoughts, images, and feelings

- UC 3.1 identify the influences of music in daily life, local and global
- UC 3.2 explore possibilities for musical involvement in school and community, local and global
- UC 3.3 examine a variety of cultural and historical influences on music and musicians
- UC 3.4 explore the various roles of music in local and global contexts

- UC 4.1 explore through musical activities how music reflects cultural and historical events and issues
- UC 4.2 analyze and compare music that reflects universal ideas

- UC 5.1 examine the connection between music and other arts and music and other school curriculum areas
- UC 5.2 describe the relationship between societies and their music

- PR 6.1 identify problems associated with the process of music making
- PR 6.2 explore and use appropriate vocabulary and knowledge of music in responding to their own work and the work of others
- PR 6.3 offer and accept constructive criticism as part of the music-making process

- PR 7.1 explore combinations of instruments and sound sources, including electronic sources
- PR 7.2 explore the relationship between technical skill and expressive qualities of non-acoustic and acoustic sound sources
- PR 7.3 use a range of technologies to plan, produce, and create music

- PR 8.1 develop criteria to analyze and evaluate their own work
- PR 8.2 explore a range of musical works with reference to the composer's intent
- PR 8.3 analyze performances and provide critical commentary on aspects of musical presentation in light of the performer's intent

Music 11

Students will be expected to

- CM 1.1 develop skills in the selection, preparation, and presentation of music through individual and ensemble music making
- CM 1.2 make informed judgments to select appropriate materials, techniques, and forms to enhance the expression of meaning in music
- CM 1.3 interpret and represent a range of thoughts, images, and feelings, by responding to non-verbal gestures
- CM 1.4 analyze and interpret music notation, traditional and non-traditional

- CM 2.1 use vocal, instrumental, and electronic sound sources, to improvise and compose music applying a range of skills, techniques, and forms
- CM 2.2 collaborate with others to create and present music using a range of skills and techniques
- CM 2.3 compare and perform, alone and with others, a range of musical styles, forms, and genres

- UC 3.1 consider and discuss the influence of music on their daily lives
- UC 3.2 make connections between school, local community, and global musical activities
- UC 3.3 analyze the richness of cultural contributions to music, local and global
- UC 3.4 analyze the various roles of music in local and global contexts

- UC 4.1 make connections between their own music and the music of others in cultural and historical contexts
- UC 4.2 create music that reflects universal ideas

- UC 5.1 pursue possibilities for connecting their own musical activities and other curriculum areas
- UC 5.2 explore ways in which their own music and that of others expresses the cultural diversity of the community, both local and global

- PR 6.1 apply their knowledge and understanding of music to solve problems during the music-making process
- PR 6.2 discuss and compare individual perspectives, perceptions, opinions, and interpretations of musical works
- PR 6.3 reflect on and respond to constructive criticism as it applies to the music-making process

- PR 7.1 evaluate available technologies and how they can represent a variety of moods, thoughts, and feelings
- PR 7.2 assess the relationship between technical skill and expressive qualities of a variety of sound sources
- PR 7.3 demonstrate an understanding of the effect of technology on music and musicians

- PR 8.1 analyze and make decisions about their musical work in relation to the artistic intent
- PR 8.2 speculate on the importance of artistic intent on the music-making process
- PR 8.3 analyze and make decisions about their musical work, using available technology and feedback from others

Music 12

Students will be expected to

- CM 1.1 actively participate through individual or ensemble music-making in the selection, preparation, and presentation of music
- CM 1.2 use their knowledge of musical elements and technologies to shape creative expression through both composition and performance
- CM 1.3 interpret and represent a range of thoughts, images and feelings using and responding to non-verbal gestures

- CM 1.4 demonstrate an ability to decode musical notation and encode music as a means toward lifelong musical independence and enjoyment
- CM 2.1 improvise and compose increasingly complex music using a variety of sound sources, including vocal, instrumental, and electronic to express ideas, perceptions, and feelings
- CM 2.2 demonstrate the intrinsic fusion of skills, concepts, and feelings through performing and creating for a range of audiences and purposes
- CM 2.3 create and perform a wide range of musical styles, forms and genres, alone and collectively
- UC 3.1 analyze and evaluate the role of music in daily life
- UC 3.2 evaluate possibilities for ongoing involvement in music-related vocations and avocations
- UC 3.3 demonstrate an appreciation of music from a broad range of cultural and historical contexts
- UC 3.4 analyze, understand, and value the influence of music in creating and reflecting culture, both historical and present day
- UC 4.1 recognize the importance of the musical contributions of individuals to their communities
- UC 4.2 respect the contribution of cultural groups to music in the global community
- UC 4.3 demonstrate an understanding of the power of music to shape, express, and communicate ideas and feelings throughout history
- UC 5.1 analyze and make decisions about the relationship between music, other arts, and other subjects
- UC 5.2 analyze and make decisions about the relationship between music and society and music and the natural environment
- PR 6.1 analyze and apply the processes used to address challenges and make decisions while creating and performing music
- PR 6.2 analyze and respond personally to an extended variety of musical styles, forms, and genres
- PR 6.3 evaluate their own musical insights and aesthetic responses in the context of other critical commentary
- PR 7.1 select among available technologies to create and perform music that reflects a variety of moods, thoughts, and feelings
- PR 7.2 demonstrate an understanding of the relationship between technical skill and expressive qualities of sound sources
- PR 7.3 use a range of technologies to produce and reproduce sound that expresses personal thoughts and feelings
- PR 8.1 analyze how consideration of the intended audience affects the musical work
- PR 8.2 reflect critically on meanings, ideas, and values associated with particular music compositions and performances
- PR 8.3 interpret the relationship between intention and outcome in their own and others' work
- PR 8.4 analyze and make decisions about their own musical work, using available technology and feedback from others

Visual Arts

General Curriculum Outcomes

CREATING, MAKING, AND PRESENTING

Students will be expected to

1. explore, challenge, develop, and express ideas using the skills, language, techniques, and processes of the arts
2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes

UNDERSTANDING AND CONNECTING CONTEXTS OF TIME, PLACE, AND COMMUNITY

Students will be expected to

3. demonstrate critical awareness of and value the role of the arts in creating and reflecting culture
4. respect the contributions of individuals and cultural groups to the arts in local and global contexts and value the arts as a record of human experience and expression
5. examine the relationship among the arts, societies, and environments

PERCEIVING AND RESPONDING

Students will be expected to

6. apply critical thinking and problem solving strategies to reflect on and respond to their own and others' expressive work
7. understand the role of technologies in creating and responding to expressive works
8. analyze the relationship between artistic intent and the expressive work

Specific Curriculum Outcomes

VISUAL ARTS 10

Students will be expected to

- CM 1.1 independently plan and realize artworks using knowledge of art and design elements and principles
- CM 1.2 assess and utilize the properties of various art media and their ability to convey intended meaning
- CM 1.3 create a variety of interrelated artworks on themes found through direct observation, personal experience, and imagination
- CM 1.4 communicate personal response to the use of art and design elements using the critical language of visual arts
- CM 1.5 apply a variety of techniques in the art-making process, from concept to finished work

- CM 2.1 use symbols in a variety of media to communicate personal meaning

- CM 2.2 analyze and apply visual, spatial, and temporal concepts in creating art images
- CM 2.3 collaboratively present a display of artworks
- CM 2.4 acknowledge and respect individual approaches to and opinions of art in a collaborative learning environment

- UC 3.1 demonstrate an awareness of the role that visual creations have in our individual modes of expression
- UC 3.2 examine the influence of the visual arts and their relationship to daily life and culture
- UC 3.3 examine how ideas, perceptions, and feelings are embodied in artworks of a culture
- UC 3.4 participate in the visual arts in school and community
- UC 3.5 identify social and ethical issues that arise in artworks

- UC 4.1 develop an appreciation of diversity among individuals and cultures as reflected in their artwork
- UC 4.2 incorporate in their personal artwork visual images that reflect a variety of cultural, socio-economic, and national origins
- UC 4.3 explore the role of artists and the arts as they inform, define, and cause us to question and reflect
- UC 4.4 demonstrate an understanding of how individual and societal values affect our response to visual art
- UC 4.5 create images that communicate the influence of local, national, and global artists from a variety of cultural and historical contexts
- UC 4.6 demonstrate knowledge of artwork from different cultures and periods in history

- UC 5.1 explore other arts disciplines to inform their art making
- UC 5.2 analyze personal, social, cultural, and physical environments as a basis for visual expression
- UC 5.3 explore the elements of art and principles of design as they exist in art and in the physical and built environments
- UC 5.4 consider and discuss the moral, ethical, and legal issues related to the creation of artworks

- PR 6.1 demonstrate independent thinking in interpreting and making judgments about subject matter
- PR 6.2 constructively critique and evaluate personal artwork and the work of others
- PR 6.3 respond to the works of artists through analyzing how they have solved specific visual design problems
- PR 6.4 engage in critical reflective thinking as part of the decision-making and problem-solving process
- PR 6.5 demonstrate an understanding of how meaning is embedded in works of art
- PR 6.6 explore alternative solutions for solving complex problems

- PR 7.1 practise safety and demonstrate responsibility in the proper use of materials and tools
- PR 7.2 begin to develop skills in making informed judgments about the use of various media and technological processes, considering their ability to convey meaning
- PR 7.3 demonstrate an understanding of the direct influence expanding technology has had and continues to have on the individual and society

- PR 8.1 explore the relationship between intention and outcomes in their own and others' work
- PR 8.2 analyze the source of ideas behind their own work and the work of others
- PR 8.3 explore the relationship between an artwork and its audience

VISUAL ARTS 11

Students will be expected to

- CM 1.1 develop and realize artworks demonstrating skillful knowledge of formal design principles
- CM 1.2 explore intrinsic properties of art media to express specific intent
- CM 1.3 sustain a concept through diverse approaches and art media
- CM 1.4 demonstrate the ability to articulate understanding of formal design principles
- CM 1.5 refine the art-making process through personal skill development from concept to finish

- CM 2.1 investigate, create, and employ signs and their signifiers (symbols) to communicate contemporary issues and/or personal meaning through a variety of media
- CM 2.2 critically engage visual, spatial, and temporal concepts through various contexts and media
- CM 2.3 make critical and articulate judgments when collaboratively sorting, arranging, and displaying artworks
- CM 2.4 encourage peers to express individual approaches to and opinions of aesthetic forms in collaborative learning environments

- UC 3.1 reflect on the impact that an everyday visual context has on personal expression
- UC 3.2 explore the links between visual arts and the student's personal environment
- UC 3.3 continue to develop an understanding of how visual arts contribute to the creation of culture
- UC 3.4 actively engage in art advocacy
- UC 3.5 investigate the ways in which artists explore social and artistic issues
- UC 3.6 give voice to personal concerns through visual expression

- UC 4.1 explore and share a developed appreciation for the diversity of art and artifacts from individuals and various cultures
- UC 4.2 incorporate in their personal artwork visual images that are inspired by a variety of cultural, socio-economic, and national origins
- UC 4.3 articulate through various texts how artists and the arts inform, define, and cause us to question and reflect
- UC 4.4 analyze personal understanding of how individual and societal values affect their own response to visual arts
- UC 4.5 research to create images that communicate the influence of local, national, and global artists from a variety of cultural and historical contexts
- UC 4.6 recognize and respond to artworks from different cultures and periods

- UC 5.1 create artwork that is informed by other arts disciplines
- UC 5.2 analyze and demonstrate an understanding of how personal, social, cultural, and physical environments interact
- UC 5.3 generate artwork that demonstrates an understanding of the elements of art and principles of design as they exist in art and in the natural and built environments
- UC 5.4 examine and debate the moral, ethical, and legal issues related to the creation of artworks

UC 5.5 explore the functions and ethics of how various societies use the arts

PR 6.1 develop an art vocabulary in order to facilitate evaluation and interpretation of artworks

PR 6.2 continue to engage in the critical process to develop informed, aesthetic responses

PR 6.3 recognize strategies by which visual art and design problems can be resolved

PR 7.1 knowledgeably practice safety and demonstrate responsibility in the proper use of materials and tools

PR 7.2 continue to develop skills in making informed judgments about the use of various media and technological processes, considering their ability to convey meaning

PR 7.3 analyze and respond to the direct influence expanding technology has had and continues to have on the individual and society

PR 8.1 recognize the evolving interaction between a concept and its execution in personal artwork and the works of others

PR 8.2 demonstrate an awareness of how consideration of the intended audience affects and impacts on an artwork

VISUAL ARTS 12

Students will be expected to

CM 1.1 assess and apply complex image development techniques

CM 1.2 produce an original body of artwork that integrates information from a variety of sources to convey personal meaning

CM 1.3 create artwork that communicates intentions

CM 1.4 analyze and use complex visual relationships, processes, and content, making subtle discriminations

CM 2.1 create artworks to carry personal messages to a diverse range of audiences

CM 2.2 analyze and create art objects where emotions, feelings, and experiences are used as a symbolic, non-verbal means of expression and communication of ideas

CM 2.3 arrange and create an exhibition of works that considers types of works, presentation issues, location, lighting, and intended audience

CM 2.4 demonstrate an open-minded approach to diversity of ideas and artistic style and show empathy to other people's point of view

CM 2.5 engage in artistic inquiry, exploration, and discovery in collaboration with others

UC 3.1 analyze and make informed judgments about the role that visual creations have in our everyday modes of expression

UC 3.2 demonstrate an understanding of the complexities of artworks

UC 3.3 understand how ideas, perceptions, and feelings are embodied in artworks of a culture

UC 3.4 explore how the visual arts of their own culture are used as a vehicle of cultural production and transmission

UC 3.5 use visual arts as a means of conveying concerns about social and ethical issues

- UC 3.6 evaluate possibilities for ongoing involvement in art-related vocations and avocations
- UC 4.1 explore how ethnic and geographical communities visually celebrate themselves
- UC 4.2 derive images through the study of historical images from their own and others' cultures
- UC 4.3 create personal symbols for visual communication
- UC 4.4 explain the role of artists and the arts to inform, define, and cause us to question and reflect
- UC 4.5 develop knowledge, understanding, and appreciation of art and design in historical and contemporary cultures
- UC 4.6 trace influences of various cultures on contemporary artwork
- UC 5.1 determine the relationship among the visual arts and the other arts disciplines through studio experiences, viewing, and investigation
- UC 5.2 use visual structures in art making to develop personal imagery and communicate a personal viewpoint on issues relating to society and/or environments
- UC 5.3 evaluate the context of images they produce
- UC 5.4 analyze the relationship between elements and principles of design in art and in the physical and built environments
- UC 5.5 examine and discuss the moral, ethical, and legal issues related to the creation of artworks
- PR 6.1 describe, analyze, interpret, and evaluate artworks, both formally and informally
- PR 6.2 recognize that the principles of design can be used to show relationship in an image
- PR 6.3 articulate informed aesthetic responses that demonstrate critical reflection
- PR 7.1 show competence and responsibility in the use and manipulations of required materials, tools, and techniques
- PR 7.2 assess the degree of knowledge, skills, and abilities necessary to carry out a project
- PR 7.3 demonstrate advanced abilities in and understanding of the technical aspects of art making
- PR 7.4 investigate how the sensory qualities of media affect an image and our response to it
- PR 7.5 predict the impact that new technologies might have on art and on society
- PR 8.1 interpret the relationship between intention and outcome in their own work and that of others
- PR 8.2 demonstrate an understanding of the play between artist, artwork, and audience

Appendix G: Challenge for Credit Committee Members Only

(Please do not distribute to students)

Demonstration of Outcomes Achieved

The following guidelines are meant to inform the Challenge for Credit process in each of dance, drama, music, and visual arts. General curriculum outcomes in each discipline/course are articulated, along with ways in which achievement of those outcomes might be demonstrated. Specific considerations for particular courses are also addressed. Please see Appendix C for specific portfolio requirements in each discipline.

Dance

General Curriculum Outcome (GCO) <i>Students will be expected to ...</i>	Suggestions for Assessment of Achievement
1. use dance to explore, develop, refine, and express ideas, experiences, and feelings and demonstrate personal growth through these experiences	<input type="checkbox"/> Assess dance performances (live and video). <input type="checkbox"/> During the interview have the student <ul style="list-style-type: none"> – discuss the aspect of risk-taking in one or two of their works – describe the forms used in one or more of their dance works – describe their own growth in these dance works – discuss the use of costuming, staging, lighting, etc., in their work – discuss stimuli, other than music, used in their dance work (e.g., text, painting)
2. create their own dances, both individually and collaboratively	<input type="checkbox"/> Assess dance performances (live and video). <input type="checkbox"/> During the interview have the student <ul style="list-style-type: none"> – explain their original creation(s) using appropriate dance vocabulary – talk about their experience with dance improvisation – discuss the challenges and successes of their collaborative dance creations (How did they use feedback from others? How/why did they use choreographic forms and dance elements to communicate personal meaning?)
3. present, perform, and communicate through movement, applying their understanding of skills and techniques	<input type="checkbox"/> Assess dance performances (live and video), looking for techniques specific to one or more genres, styles, and choreographic tasks, smooth transitions, variety of form, flow, and speed. <input type="checkbox"/> During the interview ask the student to explain how they have made adaptations for a particular dance space (e.g., narrow performance space). <input type="checkbox"/> Assess the student's self-evaluation (orally or written) of their own preparedness, commitment to rehearsing, etc.
4. respond with critical awareness and sensitivity to their own dance work and the work of others	<input type="checkbox"/> Assess written critical analyses for evidence of knowledge of structure, style, and meaning in dance. <input type="checkbox"/> Have the student critique their own performance using appropriate dance vocabulary. <input type="checkbox"/> During the interview ask questions such as <ul style="list-style-type: none"> – Has dance helped you grow as a person? In what way? – Will these experiences impact on your future (possible career, life experiences)? In what way?

General Curriculum Outcome (GCO) <i>Students will be expected to ...</i>	Suggestions for Assessment of Achievement
5. address problems and make decisions relating to their own dance work	<input type="checkbox"/> During the interview have the student <ul style="list-style-type: none"> – analyze their dance performances, describing problems that were involved and solutions found – describe the problem-solving process involved, from rehearsal to final performance, of one of their own dance creations – explain how they addressed a choreographic problem in one of their dances (e.g., changed a movement sequence to another style or tempo) and what solutions they found
6. make connections in local and global contexts among various dance disciplines, and between dance and other disciplines	<input type="checkbox"/> During the interview have the student <ul style="list-style-type: none"> – choose two dance genres, possibly from their own portfolio, and compare them in terms of the elements of movement. (This question might be given to the student 20–30 minutes in advance of the interview. Have the student state which other dance genres have similarities/differences.) – explain how they have used elements of drama, music, and visual arts in their dance works and describe the similarities among the arts disciplines.
7. demonstrate an understanding of dance in cultural and historical contexts at personal, local, and global levels	<input type="checkbox"/> During the interview ask such questions as <ul style="list-style-type: none"> – Why do people dance? – What is the role of dance in other cultures/societies? – How has the dance of various cultures/times influenced your dance work (e.g., African gumboot dancing, Virginia Reel, flamenco)? – What is the role of dance in your own community? – How do individuals’ culture and the times they are living in affect their dance? Give some examples (e.g., bells of Morris dancers used to chase away evil spirits). <input type="checkbox"/> Have the student give some examples of when dance has been used to celebrate events (past and present) and reflect trends in society (e.g., dance at Olympic opening, jitterbug of the 50s, breakdancing).

Drama

General Curriculum Outcome (GCO) <i>Students will be expected to ...</i>	Suggestions for Assessment of Achievement
1. explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts	<ul style="list-style-type: none"> <input type="checkbox"/> Assess ongoing reflective rehearsal journal. <input type="checkbox"/> During the interview have the student <ul style="list-style-type: none"> – describe how their involvement in drama assisted them in making decisions/choices – describe their own contribution to a production <input type="checkbox"/> In addition, ask questions such as <ul style="list-style-type: none"> – What did you learn about yourself as a result? – As a risk-taker? – What individual/group goals were met? – What have you learned about how groups and the individuals in them work?
2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes	<ul style="list-style-type: none"> <input type="checkbox"/> Assess dramatic performances using criteria noted above (required original/adapted material may have been developed in a collaborative context). <input type="checkbox"/> Have the student describe a warm-up activity that they might use, lead, or design.
3. demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture	<ul style="list-style-type: none"> <input type="checkbox"/> Refer to student self-assessment and production log. <input type="checkbox"/> Ask the student to <ul style="list-style-type: none"> – critique their own performance using appropriate dramatic vocabulary – discuss their understanding and use of technical support – analyze a short complete dramatic presentation on video (e.g., TV ad, short film) using appropriate vocabulary – discuss plans for the future <input type="checkbox"/> In addition, ask questions such as <ul style="list-style-type: none"> – How will your dramatic work to date affect work in the future and career possibilities? – To what extent do you see yourself and your own life experiences reflected in the work you have presented? – Is it relevant to your community?
4. respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression	<ul style="list-style-type: none"> <input type="checkbox"/> Refer to promptbooks, production logs, and journals in the portfolio. <input type="checkbox"/> Have the student analyze one of their performances and describe problems that were solved. <ul style="list-style-type: none"> – If two performances of the same production or a rehearsal and the final production are available on video, discuss the problem-solving process involved. What changes were made? – Discuss how the intended audience influences the dramatic work.
5. examine the relationship among the arts, societies, and environments	<ul style="list-style-type: none"> <input type="checkbox"/> Refer to their journal or other portfolio artifacts. <input type="checkbox"/> During the interview, ask the student to <ul style="list-style-type: none"> – articulate the values found in works from their own and other cultures (describe their own experience) – talk about the role played by their own culture and that of others in the dramatic work that they have done – describe its impact on them personally; its significance in their life

General Curriculum Outcome (GCO) <i>Students will be expected to ...</i>	Suggestions for Assessment of Achievement
6. apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works	<input type="checkbox"/> During the interview, have the student to explain the historical/cultural context of work they were involved in creating (e.g., a meaningful ceremony designed to commemorate or celebrate an event, heritage, or person). <ul style="list-style-type: none"> - Who was the intended audience? - Explain the role of drama in community. - What kinds of impact can it have?
7. understand the role of technologies in creating and responding to expressive works	<input type="checkbox"/> During the interview ask the student to <ul style="list-style-type: none"> - describe the technical aspects of a theatrical production they have participated in (e.g., Lighting Design and Operation, Sound Design and Operation as well as possible special effects) and explain how these effects have enhanced the production and communicated to the audience the overall themes of the play - discuss the impact that theatre technology such as the above has on a person's response to a production - describe any computer software they may have used in technical design
8. analyze the relationship between artistic intent and the expressive work	<input type="checkbox"/> During the interview have the student <ul style="list-style-type: none"> - choose a play that they have written, directed, or acted in and discuss some of the choices they made as an artist and why those choices reflected the themes of the play (Do they feel that they achieved it?) - discuss if watching other plays has influenced their own work - discuss how a play they have written was interpreted by another director (What choices did they make? How did these choices alter the meaning of the play as they originally perceived it?) - discuss the impact the audience response has on artistic intent - explain how they may have used feedback from others to influence their plays

Music

General Curriculum Outcome (GCO) <i>Students will be expected to ...</i>	Suggestions for Assessment of Achievement
1. explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts	<ul style="list-style-type: none"> <input type="checkbox"/> Assess music performances (live, video and/or audio). <input type="checkbox"/> Have the student demonstrate sight reading ability/ability to decode musical notation. <input type="checkbox"/> Have the student describe aspects of music (dynamics, phrasing, etc.) in a performed piece. <input type="checkbox"/> Ask the student such questions as <ul style="list-style-type: none"> – How did you come to make the musical decisions you did in a performance? – How have you grown as a musician and as a person as a result of your musical experiences of the past five years?
2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes	<ul style="list-style-type: none"> <input type="checkbox"/> Assess musical performances (live and video and/or audio). Have students demonstrate their improvisational skills. <input type="checkbox"/> Ask the student to <ul style="list-style-type: none"> – describe a typical practice session – discuss the collaboration process in ensemble music making (What are unique aspects of ensemble performing?) – describe performance issues such as tuning, balance, and interpretation – describe a warm-up activity that you might use, lead, or design
3. demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture	<ul style="list-style-type: none"> <input type="checkbox"/> Assess the portfolio for evidence of work that has connections to personal experience, culture, and community. <input type="checkbox"/> Ask the student to <ul style="list-style-type: none"> – describe the role of music in daily life – describe a musical experience they might have had as part of a celebration or other event (e.g., wedding, Remembrance Day ceremony, sports event) – describe the role of music in their own life (past, present, and anticipated future)
4. respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression	<ul style="list-style-type: none"> <input type="checkbox"/> Have the student identify a source of influence (e.g., Baroque) and show how it has impacted their own work. This might be in the form of an oral presentation, a composition, or a written account. <input type="checkbox"/> During the interview, have the student talk about a musical culture other than their own. Has it influenced their music making? If so, ask him/her to describe how, using appropriate musical language.
5. examine the relationship among the arts, societies, and environments	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss their opinion about whether music influences or changes society or culture and the way people think. <input type="checkbox"/> Discuss musicians in your area who have impacted your development and/or your community. <p>Note: The student should refer to their portfolio whenever possible.</p>

General Curriculum Outcome (GCO) <i>Students will be expected to ...</i>	Suggestions for Assessment of Achievement
6. apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works	<ul style="list-style-type: none"> □ During the interview have the student <ul style="list-style-type: none"> – describe the problem-solving process involved, from rehearsal to final performance, of one of their own musical arrangements or compositions – analyze a musical excerpt, using appropriate musical vocabulary – describe some of the problems they encountered in preparing a piece for a performance (How did they overcome them?)
7. understand the role of technologies in creating and responding to expressive works	<ul style="list-style-type: none"> □ During the interview ask the student to <ul style="list-style-type: none"> – describe the technical aspects of their instrument (e.g., what do the valves/keys do?) – describe the problems they encountered in recording their performance – explain what impact sound recording technology has on a person's response to music – describe any music software programs that they have used – discuss acoustic versus amplified sound production and appropriate uses of each
8. analyze the relationship between artistic intent and the expressive work	<ul style="list-style-type: none"> □ During the interview ask questions such as <ul style="list-style-type: none"> – In one of the pieces that you have performed today, what do you think the composer intended? Why do you think that? Do you feel that you achieved it? – Has listening to other performances of this work influenced your own performances? Discuss. – How true did you remain to the original intent of your own composition/arrangement? What impact does audience response have on artistic intent? – How have you used feedback from others to influence your music?

Visual Arts

General Curriculum Outcome (GCO) <i>Students will be expected to ...</i>	Suggestions for Assessment of Achievement
1. explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts	<ul style="list-style-type: none"> <input type="checkbox"/> Assess the portfolio and live demonstration of artmaking. <input type="checkbox"/> During the interview have the student <ul style="list-style-type: none"> – discuss the intent of works in the portfolio – analyze use of the elements of design (e.g., colour, line, texture) in works they submitted
2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes	<ul style="list-style-type: none"> <input type="checkbox"/> Assess the portfolio. <input type="checkbox"/> During the interview have the student <ul style="list-style-type: none"> – discuss whether certain works were created for a certain audience (The student must have mounted a show of their own or others' work.) – discuss symbolism in their own work (Discuss artwork that they have done collaboratively [e.g., with a mentor, during a workshop, via the Internet]. This work must have been done, not simply planned.)
3. demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture	<ul style="list-style-type: none"> <input type="checkbox"/> Assess the portfolio for evidence of work that has connections to personal experience, culture, and community. <input type="checkbox"/> During the interview have the student <ul style="list-style-type: none"> – discuss a specific magazine advertisement or illustration, considering what is being “sold,” what messages the images are sending, the intended audience, and how cultural groups are represented – discuss the role of visual images in daily life (in videos, billboards, Internet, etc.) – discuss her/his community involvement through the arts
4. respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression	<ul style="list-style-type: none"> <input type="checkbox"/> Have the student identify a source of influence (e.g., Impressionism) and show how it has had an impact on their own work. This might be in the form of an oral presentation, a work of art, a written account, or a combination of these. <input type="checkbox"/> During the interview have the student <ul style="list-style-type: none"> – talk about art in a culture other than their own (Has it influenced their work? If so, describe how, using appropriate visual arts language.) – discuss their opinion about whether art influences or changes society or culture and the way people think. <p>Note: The student should refer to their portfolio whenever possible.</p>
5. examine the relationship among the arts, societies, and environments	<ul style="list-style-type: none"> <input type="checkbox"/> During the interview have the student <ul style="list-style-type: none"> – list the principles of design and give examples of where they appear in nature and in man-made structures – discuss whether other arts disciplines have influenced their work and in what ways – discuss the issues around copyright of artwork

General Curriculum Outcome (GCO) <i>Students will be expected to ...</i>	Suggestions for Assessment of Achievement
6. apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works	<ul style="list-style-type: none"> <input type="checkbox"/> Have the student bring to the interview artwork by someone else (a postcard or print would be appropriate if original work is not available). Ask him/her to analyze the work using appropriate visual arts vocabulary. <input type="checkbox"/> During the interview have the student refer to one of the preliminary sketches in their portfolio and describe how the work developed, problems encountered, solutions reached, etc.
7. understand the role of technologies in creating and responding to expressive works	<ul style="list-style-type: none"> <input type="checkbox"/> During the interview have the student choose works in two different media from the portfolio and explain the process involved in each (materials, tools, etc.). They should explain how they did the work. <input type="checkbox"/> Have the student predict the influences that new technologies might have on art in the future.
8. analyze the relationship between artistic intent and the expressive work	<ul style="list-style-type: none"> <input type="checkbox"/> During the interview have the student give an example from their own work of when the original intent was different from the final product. <input type="checkbox"/> Have the student bring a piece of artwork by someone else to the interview and discuss what they think the artistic intent of the work was, providing reasons for their opinion.

Appendix G: Assessment Rubric

Dance 11

Portfolio Rubric: Max 50 points (convert to 70 %)

Meeting the GCOs through the SCOs	Insufficient Evidence of Learning 1	Limited Evidence of Learning 2	Basic Evidence of Learning 3	Sound Evidence of Learning 4	Thorough Evidence of Learning 5
Students will use dance to explore, develop, refine, and express ideas, experiences, and feelings and demonstrate personal growth through these experiences.					
Students will create their own dances, both individually and collaboratively.					
Students will present, perform, and communicate through movement, applying their understanding of skills and techniques.					
Students will respond with critical awareness and sensitivity to their own dance work and the work of others.					
Students will address problems and make decisions relating to their dance work.					
Students will make connections in local and global contexts among various dance disciplines, and between dance and other disciplines.					
Students will demonstrate an understanding of dance in cultural and historical contexts at personal, local, and global levels.					
Content					
Organization					

Interview Rubric: Max 40 points (convert to 30 %)

Meeting the GCOs through the SCOs	Insufficient Evidence of Learning 1	Limited Evidence of Learning 2	Basic Evidence of Learning 3	Sound Evidence of Learning 4	Thorough Evidence of Learning 5
Students will use dance to explore, develop, refine, and express ideas, experiences, and feelings and demonstrate personal growth through these experiences.					
Students will create their own dances, both individually and collaboratively.					
Students will present, perform, and communicate through movement, applying their understanding of skills and techniques.					
Students will respond with critical awareness and sensitivity to their own dance work and the work of others.					
Students will address problems and make decisions relating to their dance work.					
Students will make connections in local and global contexts among various dance disciplines, and between dance and other disciplines.					
Students will demonstrate an understanding of dance in cultural and historical contexts at personal, local, and global levels.					

Drama 12 / Music / Visual Arts

Portfolio Rubric: Max 50 points (convert to 70 %)

Meeting the GCOs through the SCOs <i>Students will be expected to ...</i>	Insufficient Evidence of Learning 1	Limited Evidence of Learning 2	Basic Evidence of Learning 3	Sound Evidence of Learning 4	Thorough Evidence of Learning 5
explore, challenge, develop, and express ideas using the skills, language, techniques, and processes of the arts					
create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes					
demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture					
respect the contributions of individuals and cultural groups to the arts in local and global contexts and value the arts as a record of human experiences and expression					
examine the relationship among the arts, societies, and environments					
apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works					
understand the role of technologies in creating and responding to expressive works					
analyze the relationship between artistic intent and the expressive work					
Content					
Organization					

Interview Rubric: Max 40 points (convert to 30 %)

Meeting the GCOs through the SCOs <i>Students will be expected to ...</i>	Insufficient Evidence of Learning 1	Limited Evidence of Learning 2	Basic Evidence of Learning 3	Sound Evidence of Learning 4	Thorough Evidence of Learning 5
explore, challenge, develop, and express ideas using the skills, language, techniques, and processes of the arts					
create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes					
demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture					
respect the contributions of individuals and cultural groups to the arts in local and global contexts and value the arts as a record of human experiences and expression					
examine the relationship among the arts, societies, and environments					
apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works					
understand the role of technologies in creating and responding to expressive works					
analyze the relationship between artistic intent and the expressive work					