



Arts Education: Dance Grade 9 Critical / Responsive (CR)				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
CR9.1 Respond to professional dance, drama, music, and visual art works through individual or collaborative inquiry and the creation of own arts expressions.	<ul style="list-style-type: none"> I can dance to respond to ONE professional dance, drama, music, OR visual art works. 	<ul style="list-style-type: none"> I can use dance to respond to some professional dance, drama, music, OR visual art works. 	<ul style="list-style-type: none"> I can use dance to respond to some professional dance, drama, music, AND visual art works, AND explain the connections between the two artistic works. 	<ul style="list-style-type: none"> I can use dance to respond to professional dance, drama, music, AND visual art works, and explain the connections between the two artistic works, using examples from both works.
	<ul style="list-style-type: none"> I can develop a few thin (Who? What? Where? When?) questions, individually or with others, about a selected dance expression. 	<ul style="list-style-type: none"> I can develop several few thin (Who? What? Where? When?) questions, individually or with others, about a selected dance expression. 	<ul style="list-style-type: none"> I can develop several thick questions (How? Why? To what extent?), and answer them, about a selected dance expression, individually or with others. 	<ul style="list-style-type: none"> I can develop several questions, and answer them, about a selected dance expression, individually or with others, and share the results.
Comments				



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



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