



Arts Education Grade 1 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.
CR1.1 Demonstrate understanding that the arts are a way of expressing ideas.	<ul style="list-style-type: none"> I can identify a few ways that arts expressions can affect people. 	<ul style="list-style-type: none"> I can identify several ways that arts expressions can affect people. 	<ul style="list-style-type: none"> I can represent several ways that arts expressions can affect people. 	<ul style="list-style-type: none"> I can compare ways that arts expressions can affect people.
	<ul style="list-style-type: none"> With help, I can identify one idea or feeling in my own arts expressions. 	<ul style="list-style-type: none"> I can identify ONE idea OR feeling in my own arts expressions. 	<ul style="list-style-type: none"> I can identify the main ideas OR feelings in my own arts expressions. 	<ul style="list-style-type: none"> I can explain the main ideas OR feelings in my own arts expressions.
	<ul style="list-style-type: none"> With help, I use a few grade-appropriate arts words when I talk about the arts. 	<ul style="list-style-type: none"> I use a few grade-appropriate arts words when I talk about the arts. 	<ul style="list-style-type: none"> I use several grade-appropriate arts words when I talk about the arts. 	<ul style="list-style-type: none"> I use a wide variety of grade-appropriate arts words when I talk about the arts.
Comments				



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CR1.2 Investigate and describe various reasons for creating arts expressions.	<ul style="list-style-type: none"> • With help, I can ask some thin questions (e.g. Who? What? Where? When?) questions about artists or the arts. 	<ul style="list-style-type: none"> • I can ask thin questions (e.g. Who? What? Where? When?) questions about artists or the arts. 	<ul style="list-style-type: none"> • I can ask thick questions (e.g. Why? How?) about artists or the arts. 	<ul style="list-style-type: none"> • I can ask probing questions (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 . . .?).
	<ul style="list-style-type: none"> • With help, I can find information related to my questions, with or without technology. 	<ul style="list-style-type: none"> • I can find information related to my questions, with or without technology. 	<ul style="list-style-type: none"> • I can find information that answers my questions, with or without technology. 	<ul style="list-style-type: none"> • I ask more questions based on the information I find.
Comments				