



Arts Education Grade 3 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. <b>I achieve the outcome.</b>	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.
<b>CR3.1</b> <b>Describe ideas and problem-solving processes used in own arts expressions.</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>identify</b> some of the ideas for my own arts expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe</b> where some of the ideas for my own arts expressions come from.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>make connections</b> between my own arts expressions and my personal interests and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare the influence</b> of personal interests and experiences on my arts expressions and those of others.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>identify a few</b> strategies I use to solve problems during the creation process.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>identify a few</b> strategies I use to solve problems during the creation process.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe a few</b> strategies I use to solve problems during the creation process.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe a variety</b> of strategies I use to solve problems during the creation process, <b>with specific examples.</b></li> </ul>
Comments				



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<b>CR3.2</b> <b>Respond to arts expressions that use the environment (natural, constructed, imagined) as inspiration.</b>	<ul style="list-style-type: none"> <li>I can communicate ideas <b>OR</b> feelings about arts expressions that use the natural, constructed, or imagined environment.</li> </ul>	<ul style="list-style-type: none"> <li>I can communicate ideas <b>OR</b> feelings about arts expressions that using the natural, constructed, or imagined environment, in a <b>few</b> ways (e.g. verbally, throughout movement, music, or drawing).</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>communicate</b> ideas <b>AND</b> feelings about arts expressions that use the natural, constructed, or imagined environment, <b>with detail in several ways</b> (e.g. verbally, throughout movement, music, or drawing).</li> </ul>	<ul style="list-style-type: none"> <li>I can communicate ideas <b>AND</b> feelings about arts expressions that use the natural, constructed, or imagined environment, <b>with extensive detail in a variety of ways</b> (e.g. verbally, throughout movement, music, or drawing).</li> </ul>
Comments				