

## Music: Respond

**Competency:** Analyzing, interpreting, and evaluating how the arts convey meaning

<b>Grade Level Competency: Kindergarten</b>				
Students will examine works of art using a set of criteria to identify and describe artistic foundations and aesthetics.				
Criteria	Extending	Proficient	In Progress	Beginning
<b>Analyze Work</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can explain my observations and consider the creator's intent in response to a work of art.	I can explain my observations and how the art makes me feel in response to a work of art.	I can explain my observations of a work of art.
<b>Evaluate Work</b>		I can evaluate a work of art against a given set of criteria including artistic foundations and aesthetics by describing my observations and expressing my opinion.	I can evaluate a work of art against a given set of criteria including artistic foundations and aesthetics by describing my observations	I can identify artistic foundations that are used to evaluate a work of art
<b>MDE grade level benchmarks embedded explicitly in the rubric</b>				
<b>Kindergarten</b>				

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Grade Level Competency: Grades 1-2				
Students will examine works of art using a set of criteria to identify and describe artistic foundations and aesthetics.				
Criteria	Extending	Proficient	In Progress	Beginning
<b>Analyze Work</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can explain my observations and consider the creator's intent in response to a work of art. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can explain my observations and how the art makes me feel in response to a work of art. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can explain my observations of a work of art.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2
<b>Evaluate Work</b>		I can evaluate a work of art against a given set of criteria including artistic foundations and aesthetics by describing my observations and expressing my opinion. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can evaluate a work of art against a given set of criteria including artistic foundations and aesthetics by describing my observations.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can identify artistic foundations that are used to evaluate a work of art.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2



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### Grade Level Competency: Grades 3-4

Students will examine works of art using a set of criteria to identify and describe artistic foundations and aesthetics.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Analyze Work</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can consider the creator's intent and why it matters, and explain my thinking in response to a work of art. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can consider the creator's intent, and explain my observations in response to a work of art. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can explain my observations and how the art makes me feel in response to a work of art. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4
<b>Evaluate Work</b>		I can evaluate a work of art against a set of criteria including artistic foundations and aesthetics by describing my observation and sharing the impact the work of art had on me. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can evaluate a work of art against a set of criteria including artistic foundations and aesthetics by describing my observations and expressing my opinion. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can evaluate a work of art against a set of criteria including artistic foundations and aesthetics by describing my observations and expressing my opinion. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4



## Music: Respond

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### Grade Level Competency: Grades 5-6:

Students will analyze, evaluate works of art using criteria to create a convincing justification to support their thinking.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Analyze Work</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can determine the creator's particular meaning or significance of a work of art and explain that meaning or significance with evidence from the work of art. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can start to determine the creator's meaning or significance of a work of art and explain that meaning or significance with evidence from the work of art. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can consider the creator's intent behind a work of art and explain my thinking.  <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6
<b>Evaluate Work</b>		I can evaluate a work of art against a set of criteria including artistic foundations and aesthetics by describing my observation, justifying my evaluation with examples from the work, and sharing the impact the work of art had on me. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can evaluate a work of art against a set of criteria including artistic foundations and aesthetics by describing my observation and sharing the impact the work of art had on me using examples from the work. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can evaluate a work of art against a set of criteria including artistic foundations and aesthetics by describing my observations and expressing my opinion using examples from the work.  <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6



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### Grade Level Competency: Grades 7-8

Students will analyze, evaluate works of art using criteria to create a convincing justification to support their thinking.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Analyze Work</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	<p>I can determine the creator's particular meaning or significance of a work of art and explain that meaning or significance with evidence from the work of art and connections to artistic foundations.</p> <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	<p>I can determine the creator's particular meaning or significance of a work of art and explain that meaning or significance with evidence from the work of art.</p> <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	<p>I can determine the creator's particular meaning or significance of a work of art and explain my thinking.</p> <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8
<b>Evaluate Work</b>		<p>I can evaluate a work of art against a set of criteria that I have determined including artistic foundations and aesthetics by describing my observation, justifying my evaluation with examples from the work, and sharing the impact the work of art <i>and</i> the evaluation process had on me.</p> <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	<p>I can evaluate a work of art against a set of criteria including artistic foundations and aesthetics by describing my observation, justifying my evaluation with examples from the work, and sharing the impact the work of art had on me.</p> <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	<p>I can evaluate a work of art against a set of criteria including artistic foundations and aesthetics by describing my observation and sharing the impact it had on me using examples from the work.</p> <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8



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### Grade Level Competency: Grades 9-12

Students will analyze, evaluate, and construct interpretations of artistic work by applying a set of criteria, considering historical and cultural contexts, as well as personal aesthetics and beliefs.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Analyze Work</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can construct an interpretation of a work of art considering its historical and cultural context <i>and</i> the creator's personal aesthetics and beliefs, and justify the interpretation with evidence from the work of art.	I can construct an interpretation of a work of art considering its historical and cultural context <i>or</i> the creator's personal aesthetics and beliefs, and justify the interpretation with evidence from the work of art.	I can determine the creator's particular meaning or significance of a work of art and explain that meaning or significance with evidence from the work of art.
<b>Evaluate Work</b>		I can evaluate a work of art against a set of criteria that I have determined including artistic foundations and aesthetics considering personal and external contexts by describing my observation, justifying my evaluation with examples from the work, and sharing the impact the work of art <i>and</i> the evaluation process had on me.	I can evaluate a work of art against a set of criteria that I have determined including artistic foundations and aesthetics considering personal contexts by describing my observation, justifying my evaluation with examples from the work, and sharing the impact the work of art <i>and</i> the evaluation process had on me.	I can evaluate a work of art against a set of criteria that I have determined including artistic foundations and aesthetics by describing my observation, justifying my evaluation with examples from the work, and sharing the impact the work of art <i>and</i> the evaluation process had on me.