

# Secondary Visual And Performing Arts - Frederick County Public Schools

Graduation Competencies, Performance Standards and Scoring Criteria

(Last Revised 12/9/20)

## Discipline Specific Graduation Competency 1: ARTISTIC LITERACY

Students show literacy in the arts through an understanding of content-specific concepts, skills, terminology, and processes through verbal and written communication.

1A	Utilize discipline-specific vocabulary (elements and principles of design, expression) and explain how they evoke emotion and meaning.
1B	Evaluate varied interpretations of works of art using some or all of the following: observation, personal experience, background knowledge, cultural context, artist's intent and or artist's process.
1C	Communicate how elements, artistic processes, and/or organizational principles are used in similar and specific ways. Students apply creative problem-solving skills to improve or vary their own work and/or the work of others.

## Discipline Specific Graduation Competency 2: CREATE

Students apply the skills and content-specific vocabulary to conceive and develop media via the artistic process of generating, conceptualizing, refining, and reflecting ideas.

2A	Administer creative problem-solving skills to improve or vary their own work and/or the work of others.
2B	Communicate a variety of ideas, feelings and meanings by creating original works, or by adapting or interpreting existing works.

## Discipline Specific Graduation Competency 3: RESPOND

Students apply transferable skills such as reasoning, problem-solving, planning, interpreting, and investigating while responding to the meaning of an artistic work.

3A	Apply their knowledge of the discipline to evaluate aspects of the art form.
3B	Evaluate themselves and peers, providing written affirmation and constructive criticism in their reflections.

## Discipline Specific Graduation Competency 4: PRESENT

Students demonstrate an understanding and meaning of relationships among artistic theories, principles, techniques, and/or concepts via presentation of artistic works.

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4A	Utilize the skills and language of a specific arts discipline to convey meaning and communicate ideas of completed works by analyzing, interpreting, realizing, developing, refining and selecting artistic works for presentation
4B	Validate the process of their finished product in the art discipline to an audience.
<b>Discipline Specific Graduation Competency 5: CONNECT</b> Students will synthesize and relate artistic ideas to personal knowledge and understanding of societal, cultural, and historical contexts to deepen their understanding of the arts.	
5A	Connect the characteristics and purposes of the visual/performing arts to history, world cultures, and/or socio-political issues.
5B	Justify how a work of art and artists reflect and influence culture and periods of time.

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## Discipline Specific Graduation Competency 1: ARTISTIC LITERACY

Students show literacy in the arts with an understanding of content-specific concepts, skills, terminology, and processes through verbal and written communication.

1A	Utilize discipline-specific vocabulary (elements and principles of design, expression) and explain how they evoke emotion and meaning.
1B	Evaluate varied interpretations of works of art using some or all of the following: observation, personal experience, background knowledge, cultural context, artist's intent and or artist's process.
1C	Communicate how elements, artistic processes, and/or organizational principles are used in similar and specific ways.

### Performance Standards Scoring Criteria for Competency 1

Performance Standard	1 - Emergent	2 - Approaching	3 - Proficient	4 - Exemplary
1A Utilize discipline-specific vocabulary (elements and principles of design, expression) and explain how they evoke emotion and meaning.	I can list, label or define discipline specific terms.	I can classify discipline-specific terms.	I can make use of discipline-specific terms when speaking, writing, or responding to a task or prompt.	I can justify my use of discipline-specific terms when speaking, writing, or responding to a task or prompt
1B Evaluate varied interpretations of works of art using some or all of the following: observation, personal experience, background knowledge, cultural context, artist's intent and or artist's process.	I can name the features of a composition.	I can explain the features of a composition.	I can judge the quality of the features an artist uses in an original or adapted work and defend my judgment	I can propose a way to improve a composition by modifying its features and defend my proposal.
1C Communicate how elements, artistic processes, and/or organizational principles are used in	I can list and/or define tools, techniques and processes used to create a product.	I can show how tools, techniques and processes are used.	I can explain how tools, techniques, and processes are used.	I can justify why specific tools, techniques, and processes are used.

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## Discipline Specific Graduation Competency 2: CREATE

Students apply the skills and content-specific vocabulary to conceive and develop media via the artistic process of generating, conceptualizing, refining, and reflecting ideas.

2A	Administer creative problem-solving skills to improve or vary their own work and/or the work of others.
2B	Communicate a variety of ideas, feelings and meanings by creating original works, or by adapting or interpreting existing works.

### Performance Standards Scoring Criteria for Competency 2

Performance Standards	1 - Emergent	2 - Approaching	3 - Proficient	4 - Exemplary
2A Administer problem-solving skills to improve or vary their own work and/or the work of others.	I can list, label, or define the elements that impact a composition or product.	I can demonstrate the elements, mediums or principles that impact a composition or product.	I can make use of a variety of elements and/or mediums in order to impact a composition or product.	I can create a composition using specific elements and/or mediums that demonstrate my knowledge of the art form. I can justify the choices I make.
2B Communicate a variety of ideas, feelings and meanings by creating original works, or by adapting or interpreting existing works.	I can identify the message that the author, artist, or composer may have intended.	I can explain the message that the author, artist, or composer may have intended to communicate.	I can communicate a message by designing a work of my own, or by modifying or interpreting the work of others.	I can develop or expand upon the central message of the work and explain student choices.

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## Discipline Specific Graduation Competency 3: RESPOND

Students apply transferable skills such as reasoning, problem-solving, planning, interpreting, and investigating while responding to the meaning of an artistic work.

3A	Apply their knowledge of the discipline to evaluate aspects of the art form.
3B	Evaluate themselves and peers, providing written affirmation and constructive criticism in their reflections.

### Performance Standards Scoring Criteria for Competency 3

Performance Standards	1 - Emergent	2 - Approaching	3 - Proficient	4 - Exemplary
3A Apply their knowledge of the discipline to evaluate aspects of the art form.	I can describe a piece of art or performance.	I can analyze a piece of art or performance.	I can interpret a piece of art or performance.	Based on my interpretation, I can elaborate on the message of a piece of art or performance and justify my reasoning.
3B Evaluate themselves and peers, providing written affirmation and constructive criticism in their reflections.	I can describe my work and/or the work of my peers.	I can analyze my work and/or the work of my peers.	I can judge the effectiveness of my work, as well as the work of my peers.	I can improve my work based on self and peer evaluations.

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## Discipline Specific Graduation Competency 4: PRESENT

Students demonstrate an understanding and meaning of relationships among artistic theories, principles, techniques, and/or concepts via presentation of artistic works.

4A	Utilize the skills and language of a specific arts discipline to convey meaning and communicate ideas of completed works by analyzing, interpreting, realizing, developing, refining and selecting artistic works for presentation.
4B	Validate the process of their finished product in the art discipline to an audience.

### Performance Standards Scoring Criteria for Competency 4

Performance Standards	1 - Emergent	2 - Approaching	3 - Proficient	4 - Exemplary
4A Utilize the skills and language of a specific arts discipline to convey meaning and communicate ideas of completed works by analyzing, interpreting, realizing, developing, refining and selecting artistic works for presentation.	I understand the creative process and the role of reflection in creative endeavors.	I can identify feedback and develop various interpretations to incorporate some of the revisions.	I can apply relevant criteria and create a work of art using multiple approaches in a creative endeavor.	I can refine and reflect on the creative process and make appropriate refinements.
4B Validate the process for their finished product in the art discipline to an audience.	I can validate the finished product with minimal details.	I can validate the finished product with some content-specific language.	I can validate the finished product with adequate content-specific language.	I can validate my process in a finished product using content-specific language.

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## Discipline Specific Graduation Competency 5: CONNECT

Students will synthesize and relate artistic ideas to personal knowledge and understanding of societal, cultural, and historical contexts to deepen their understanding of the arts.

5A	Students connect the characteristics and purposes of the visual/performing arts to history, world cultures, and/or socio-political issues.
5B	Students will be able to explain how a work of art/music/drama/dance and artists reflect and influence culture and periods of time.

### Performance Standards Scoring Criteria for Competency 5

Performance Standards	1 - Emergent	2 - Approaching	3 - Proficient	4 - Exemplary
5A Students connect the characteristics and purposes of the visual/performing arts to history, world cultures, and/or socio-political issues.	I can list the creators or the works of a specific time period or culture.	I can identify characteristics or purposes of works or artists of a specific time period or culture.	I can apply the characteristics and purposes of works or artists of a specific time period or culture to my own product.	I can create, adapt, or interpret a work of art that reflects a particular culture or time period.
5B Students will be able to explain how art and artists reflect and influence culture and periods of time.	I can identify works of art and artists of a certain time period or culture.	I can describe the relationships between art/artists and the culture in which it exists.	I can explain how art, artists, culture, and time periods impact one another.	I can analyze the influence of artists and of works on a particular time period or culture.