#### Mississippi College and Career-Readiness Arts Learning

# **CREATIVE PRACTICES**

### **IMAGINE**

To form a mental image of concept

### INVESTIGATE

To observe or study through exploration or examination

### **CONSTRUCT**

To make or form by combining or arranging a series of elements

### REFLECT

To think deeply or carefully about his or her work



#### Mississippi College- and Career-Readiness Arts Learning Standards

Philosophical Foundations and Lifelong Goals for Artistic Literacy

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THE ARTS AS COMMUNICATION		
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS	
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.	
THE ARTS AS CREATIV	E PERSONAL REALIZATION	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS	
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.	
THE ARTS AS CULTURE,	HISTORY, AND CONNECTORS	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS	
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.	
THE ARTS AS MEANS TO WELLBEING		
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS	
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.	
THE ARTS AS COMMUNITY ENGAGEMENT		
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS	
The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artworks that bring communities together.	Artistically literate citizens seek artistic experiences and support the arts in their local, state, national, and global communities.	



#### Mississippi College- and Career-Readiness Arts Learning Standards

ARTISTIC PROCESSES			
Cr- CREATING	Pr— PERFORMING/ PRESENTING/ PRODUCING	<b>Re</b> — RESPONDING	Cn— CONNECTING
DEFINITION	DEFINITION	DEFINITION	DEFINITION
Conceiving and developing new artistic ideas and work.	PERFORMING (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.  PRESENTING (visual arts): Interpreting and sharing artistic work.  PRODUCING (media arts): Realizing and presenting artistic ideas and work.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
		TANDARDS	
STUDENTS WILL	STUDENTS WILL	STUDENTS WILL	STUDENTS WILL
<ol> <li>Generate and conceptualize artistic ideas and work.</li> <li>Organize and develop artistic ideas and work.</li> <li>Refine and complete artistic work.</li> </ol>	<ol> <li>Select, analyze, and interpret artistic work for presentation.</li> <li>Develop and refine artistic techniques and work for presentation.</li> <li>Convey meaning through the</li> </ol>	<ul><li>7. Perceive and analyze artistic work.</li><li>8. Interpret intent and meaning in artistic work.</li><li>9. Apply criteria to evaluate artistic work.</li></ul>	<ul> <li>10. Synthesize and relate knowledge and personal experiences to make art.</li> <li>11. Relate artistic ideas and works with societal, cultural and historical context to</li> </ul>

presentation of artistic

work.



understanding.

deepen

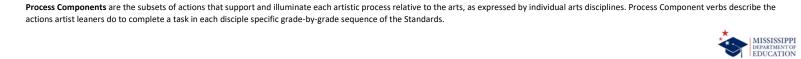
Artistic Processes	Process Components for Dance
CREATING	EXPLORE, PLAN, REVISE
PERFORMING	EXPRESS, EMBODY, PRESENT
RESPONDING	ANALYZE, INTERPRET, CRITIQUE
CONNECTING	SYNTHESIZE, RELATE

<b>Artistic Processes</b>	<b>Process Components for Media Arts</b>
CREATING	CONCEIVE, DEVELOP, CONSTRUCT
PRODUCING	INTEGRATE, PRACTICE, PRESENT
RESPONDING	PERCEIVE, INTERPRET, EVALUATE
CONNECTING	SYNTHESIZE, RELATE

<b>Artistic Processes</b>	Process Components for Music
CREATING	IMAGINE, PLAN, MAKE, EVALUATE, REFINE, PRESENT
PERFORMING	SELECT, ANALYZE, INTERPRET, REHEARSE, EVALUATE, REFINE, PRESENT
RESPONDING	SELECT, ANALYZE, INTERPRET, EVALUATE
CONNECTING	CONNECT

<b>Artistic Processes</b>	Process Components for Theatre
CREATING	ENVISION, CONECEPTUALIZE, DEVELOP, REHEARSE
PERFORMING	SELECT, PREPARE, SHARE, PRESENT
RESPONDING	REFLECT, INTERPRET, EVALUATE
CONNECTING	EMPATHIZE, INTERRELATE, RESEARCH

<b>Artistic Processes</b>	<b>Process Components for Visual Arts</b>
CREATING	INVESTIGATE, PLAN, MAKE, REFLECT, REFINE, COMPLETE
PRESENTING	SELECT, ANALYZE, SHARE
RESPONDING	PERCEIVE, ANALYZE, INTERPRET
CONNECTING	SYNTHESIZE, RELATE



<b>Artistic Processes</b>	Process Components for Dance
CREATING	EXPLORE, PLAN, REVISE
PERFORMING	EXPRESS, EMBODY, PRESENT
RESPONDING	ANALYZE, INTERPRET, CRITIQUE
CONNECTING	SYNTHESIZE, RELATE



Artistic Processes	<b>Process Components for Media Arts</b>
CREATING	CONCEIVE, DEVELOP, CONSTRUCT
PRODUCING	INTEGRATE, PRACTICE, PRESENT
RESPONDING	PERCEIVE, INTERPRET, EVALUATE
CONNECTING	SYNTHESIZE, RELATE



<b>Artistic Processes</b>	Process Components for Music
CREATING	IMAGINE, PLAN, MAKE, EVALUATE, REFINE, PRESENT
PERFORMING	SELECT, ANALYZE, INTERPRET, REHEARSE, EVALUATE, REFINE, PRESENT
RESPONDING	SELECT, ANALYZE, INTERPRET, EVALUATE
CONNECTING	CONNECT



Artistic Processes	<b>Process Components for Theatre</b>
CREATING	ENVISION, CONECEPTUALIZE, DEVELOP, REHEARSE
PERFORMING	SELECT, PREPARE, SHARE, PRESENT
RESPONDING	REFLECT, INTERPRET, EVALUATE
CONNECTING	EMPATHIZE, INTERRELATE, RESEARCH



Artistic Processes	<b>Process Components for Visual Arts</b>
CREATING	INVESTIGATE, PLAN, MAKE, REFLECT, REFINE, COMPLETE
PRESENTING	SELECT, ANALYZE, SHARE
RESPONDING	PERCEIVE, ANALYZE, INTERPRET
CONNECTING	SYNTHESIZE, RELATE

