

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

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 CREATIVE 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	Re— RESPONDING	Cn— CONNECTING
DEFINITION	DEFINITION	DEFINITION	DEFINITION
Conceiving and developing new artistic ideas and work.	<p>PERFORMING (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.</p> <p>PRESENTING (visual arts): Interpreting and sharing artistic work.</p> <p>PRODUCING (media arts): Realizing and presenting artistic ideas and work.</p>	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.

ANCHOR STANDARDS

STUDENTS WILL	STUDENTS WILL	STUDENTS WILL	STUDENTS WILL
<ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. 	<ol style="list-style-type: none"> 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. 	<ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. 	<ol style="list-style-type: none"> 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Mississippi College- and Career-Readiness Arts Learning Standards

Process Components Verbs for the Arts Disciplines

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

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

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

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

Process Components are the subsets of actions that support and illuminate each artistic process relative to the arts, as expressed by individual arts disciplines. Process Component verbs describe the actions artist learners do to complete a task in each discipline specific grade-by-grade sequence of the Standards.

Mississippi College- and Career-Readiness Arts Learning Standards Process Components Verbs for the Arts Disciplines

Artistic Processes	Process Components for Dance
CREATING	EXPLORE, PLAN, REVISE
PERFORMING	EXPRESS, EMBODY, PRESENT
RESPONDING	ANALYZE, INTERPRET, CRITIQUE
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Artistic Processes	Process Components for Media Arts
CREATING	CONCEIVE, DEVELOP, CONSTRUCT
PRODUCING	INTEGRATE, PRACTICE, PRESENT
RESPONDING	PERCEIVE, INTERPRET, EVALUATE
CONNECTING	SYNTHESIZE, RELATE

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Mississippi College- and Career-Readiness Arts Learning Standards Process Components Verbs for the Arts Disciplines

Artistic Processes	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

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Mississippi College- and Career-Readiness Arts Learning Standards Process Components Verbs for the Arts Disciplines

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

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Mississippi College- and Career-Readiness Arts Learning Standards Process Components Verbs for the Arts Disciplines

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

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