**ART K-8 CURRICULAR COMPETENCY CONTINUUM (DO)**

**The Curricular Competencies are structures around artistic habits of mind and engage students, when it is developmentally appropriate to do so, in:**

1. Exploring with artistic curiosity
2. Creating with artistic intellect
3. Reasoning through considerations and possibilities
4. Reflecting on choices and imagining opportunities
5. Communicating ideas and perspectives
6. Documenting artistic growth and understandings
7. Connecting with themselves, artists, artworks, and the world
8. Expanding artistic capacity through perseverance

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Curricular Competency****Artistic Habits of Mind** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **THINKING** | **Exploring and Creating** | Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts | Choose elements, processes, materials, movements, technologies, tools, techniques, **and environments of the arts** | Choose artistic elements, processes, materials, movements, technologies, tools, techniques and environments **using combinations and selections for specific purposes in art making** | **Intentionally select** artistic elements, processes, materials, movements, technologies, tools, techniques, and **environments to express meaning in their work** | Intentionally select, **apply, combine, and arrange** artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making | Intentionally select and apply materials, movements, technologies, environments, tools, and techniques **by combining and arranging artistic elements, processes, and principles in art making** |
| Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play |
| Explore **artistic expressions of themselves** and community through creative processes | Explore **personal experience**, community, and **culture** through arts activities | Explore **identity, place, culture, and belonging** through arts experiences | Explore **connections to** identity, place, culture, and belonging **through creative expression** | Explore **relationships between** identity, place, culture, society, and belonging through the arts | Explore relationships between identity, place, culture, society, and belonging **through arts activities and experiences** |
|  | Explore relationships among cultures, communities, and the arts | Explore relationships among cultures, **societies** and the arts | Explore a **range of cultures**, and **the relationships among culture, societies, and the arts** | **Demonstrate an understanding and appreciation** of **personal, social, cultural, historical, and environmental contexts** in relation to the arts |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Curricular Competency****Artistic Habits of Mind** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **PERSONAL AND SOCIAL** | **Reasoning and Reflecting** | Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques | Observe, **listen, describe, inquire, and predict** how artists (dancers, actors, musicians and visual artists) use processes, materials, movements, technologies, tools, and techniques   | Observe, listen, describe, inquire and predict how artists (dancers, actors, musicians and visual artists) use processes, materials, movements, technologies, tools, techniques, **and environments to create and communicate** | **Research**, describe**, interpret and evaluate** how artists(dancers, actors, musicians and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts | Describe, interpret and evaluate how artists (dancers, actors, musicians and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments **to create and communicate ideas** |
| Develop processes and technical skills in a variety of art forms to **nurture motivation, development, and imagination** | Develop processes and technical skills in a variety of art forms to **refine artistic abilities**     | **Refine ideas,** processes, and technical skills in a variety of art forms | **Develop** and refine ideas, processes, and technical skills in a variety of art forms **to improve the quality of artistic creations** | Develop, refine ideas, **and critically appraise** ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations |
| Reflect on creative processes **and make connections to other experiences** | Reflect on creative processes and **make connections to personal experiences** | Reflect on creative processes **and make connections to other experiences** | Reflect on creative processes **as an individual and as a group,** and make connections to other experiences | Reflect on **works of art** and creative processes to **understand artists’ intentions** | Reflect on works of art and creative processes to understand artists **motivations and meanings** |
|  | Connect knowledge and skills from other areas of learning in planning, creating, and **interpreting works for art** | Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and **analyzing works for art** | **Interpret creative works** using knowledge and skills from various areas of learning |
|  | **Examine relationships** between the arts and the wider world | **Respond to** works of art using one’s knowledge of the world |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Curricular Competency****Artistic Habits of Mind** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **COMMUNICATION** | **Communicating and Documenting** |  | **Apply** learned skills, understandings, and processes **in new contexts** | **Adapt learned skills**, understandings, and processes **for use in new contexts and for different purposes and audiences** |
| Interpret how symbols are used through the arts | Interpret symbolism and **how it can be used to express meaning** through the arts | Interpret and **communicate ideas using symbolism** in the arts | Interpret and communicate ideas using symbolism **to express meaning through the arts** | Interpret and communicate ideas using symbols **and elements** to express meaning through the arts |
| Express feelings, ideas, stories, observations, and experiences through the arts         | Express feelings, ideas, stories, observations, and experiences **through creative works**        | Express feelings, ideas, and experiences **in creative ways** | Express feelings, ideas, and experiences **through the arts** | **Take creative risks** to express feelings, ideas and experiences  |
| Describe and respond to works of art   | Describe and respond to **visual and performing art pieces and provide constructive feedback** | Describe and respond to works of art and **explore artists’ intent** | Describe, **interpret** and respond to work of art and explore artists' intent |
| Experience, document, and share creative works in a variety of ways | Experience, document and **present** creative works in a variety of ways | Experience, document, **choreograph,** **perform**, **and share** creative works in a variety of ways |
| Demonstrate increasingly sophisticated application and/or engagement of curricular content |
|  | **Use the arts to communicate, respond to and understand environmental and global issues** |