The Work:

Analyze the work using the framework provided below. Use visual arts language whenever possible.

Personal Connection

What connection do I have to this piece?
How do I feel about this piece?
When I see this, I ________
This reminds me of when I ________

Materials and Techniques

What materials or objects did the artist use?
What techniques did the artist use?
What is special about these materials or techniques?
How does the artist work with these materials and techniques?

Connection to the World

What issues or themes did the artist explore in this piece?
This was made referencing ________
What was going on in the world when this work was made?

Appreciating Art

Analyzing, interpreting and making critical and aesthetic judgments.
Artist’s Statement
An artist’s statement describes your connection to your work. It is your art manifesto to the World.

**My Work:**

Write your Artist’s Statement using the prompts provided for inspiration.

**Personal Connection**

- What kind of art do I like to make?
- What connection do I have to this piece?
- How do I feel about this piece?
- When I made this, I ________.

**Materials and Techniques**

- What materials or objects did I use?
- What techniques did I use?
- What is special about these materials or techniques?
- How do I feel about working with these materials and techniques?

**Connection to the World**

- What issues or themes did I explore in this piece?
- What do I want people to see when they look at my work?
- How do I want them to feel? What do I want them to do?
- This was made referencing ________.
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<th>Advanced (5)</th>
<th>Thorough (4)</th>
<th>Adequate (3)</th>
<th>Partial (2)</th>
<th>Minimal (1)</th>
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| **Effective use of knowledge related to visual arts language**  
*Is visual arts language (elements and space) handled in an innovative way?* | Innovative use of visual arts language | Innovative use of some aspects of visual arts language | Presence of aspects of visual arts language | Presence of a limited number of predictable aspects of visual arts language | Visual arts language was disregarded. |
| **Effective use of knowledge related to transforming gestures, materials, and tools**  
*Does the use of materials (transforming gestures) produce appropriate results?* | Judicious and precise use of the properties of materials | Suitable use of the properties of materials | Simple use of the properties of materials | Occasionally inappropriate use of materials | Ineffective use of properties of materials |
| **Coherent organization of elements**  
*Does the organization of the components of the message help develop the creative idea?* | Visual message fully developing the stimulus for creation | Visual message consistent with the stimulus for creation | Visual message based on components of the stimulus for creation and conveying the main idea | Visual message simplifying the stimulus for creation containing few ideas from it | Visual message having no connection to the stimulus for creation |
| **Authenticity of the production**  
*Has the student developed ideas?* | Absence of clichés. Achievement of expressiveness of the image. | Innovative and developed ideas in the work. | Presence of predictable aspects of visual arts language in the work | Presence of a large number of predictable aspects of visual arts language and a few clichés or stereotypes | Work almost entirely composed of stereotypes and clichés |
| **Accurate reflection**  
*Formulation of relevant, varied comments about the appreciation experience (e.g. strategies used, learning acquired)* | Formulation of relevant, varied comments about the appreciation experience | Identification of difficulties encountered and explanation of solutions applied | Description of the main steps in his/her appreciation experience | Summary description of a few steps in his/her appreciation experience | Formulation of barely relevant comments or absence of periods of reflection |
|                                |              |              |              |             |             |
What makes a good _____________________________?
Creating and appreciating artistic works

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Me</th>
<th>Teacher</th>
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My goal is: _____________________________

A goal is something to work on, something challenging for you.
Dance Appreciation

Analyzing a work, interpreting its meaning and making a critical and aesthetic judgement.

The Work:

Analyze the dance using the framework provided below. Use dance language whenever possible.

Personal Connection

What do I think of this performance?

Of what does it remind me?

My interpretation of this piece is ________.

What did I do to understand the piece?

When I watch this piece, I want to ________.

What issues or themes are explored in this piece?

This reminds me of ________

When they did ________, it meant ________.

When people will see it, they will ________.

Dance Connection

(choreographic & stage-related elements)

What do you notice about the movement of the dancers?

What can you say about the composition of the dance?

What do you notice about the choreography?

How do the dancers use the stage?

Connection to the World

(Symbolic elements, cultural references)

Music © LEARN 2011
Dancer’s Statement
My dance manifesto to the world

The Work:

Analyze your work and yourself as a dancer using the framework provided below.
Use dance language whenever possible.

Personal Connection
When I dance, I

My favourite type of dance is

In this piece, I

A dancer I love is

Dance Connection
(choreographic & stage-related elements)

What do you notice about the movement of the dancers?
What can you say about the composition of the dance?
What do you notice about the choreography?
How do the dancers use the stage?

Connection to the World
(Symbolic elements, cultural references)

What issues or themes are explored in this piece?

This reminds me of

When they did _____, it meant ________.

When people will see it, they will ________.
Drama Appreciation

Analyzing a work, interpreting its meaning and making a critical and aesthetic judgement.

The Work:

Analyze the dramatic piece using the framework provided below. Use dramatic language whenever possible.

Personal Connection

How does this piece make me feel?
Do I 'believe' the performers?
Of what does it remind me?
If I was one of the performers, what would I have done differently?

Dramaturgy

(performance, dramatic and theatrical structures)

What do you notice about the performance of the actors?
What do you notice about the dramatic structure of the piece?
What theatrical conventions are being used?

Connection to the World

What issues or themes are explored in this piece?
Is this piece like another dramatic piece you have seen?
What was going on in the world when this piece was written?
**Actor's Statement**

*My Work:*

Analyze the dramatic piece or all your work using the framework provided below. Use dramatic language whenever possible.

**Personal Connection**

- Who am I as an actor?
- What types of roles do I like to play?
- What is my favourite kind of theatre?
- In theatre, I feel best when I ________.
- I act because ________.

**Dramaturgy**

*(performance, dramatic and theatrical structures)*

- I use my body and my voice to ________.
- The dramatic elements in the play I wrote are ________.
- The staging contributes to the message of the play because ________.
- The theatrical conventions that can be/were used are ________.
- The theatrical conventions used make it clear that ________.

**Connection to the World**

- What issues or themes are explored in this piece?
- Is this piece like another dramatic piece you have seen?
- What was going on in the world when this piece was written?
Music Appreciation
Analyzing a work, interpreting its meaning and making a critical and aesthetic judgement.

The Work:

Analyze the musical piece using the framework provided below. Use musical language whenever possible.

Personal Connection

How does this piece make me feel?
Of what does it remind me?
What do I like the most about this piece?
What do I like the least about this piece?

What issues or themes are explored in this piece?
Is this piece like another musical piece?
What was going on in the world when this piece was made/composed/recorded?
Who made this and why is that important?

Tools and Techniques

What sound sources do you hear?
What techniques do you recognize in this piece?
What do you notice about the intensity or dynamics of the piece?
What compositional conventions do you notice? (e.g. call and response, AABA, theme and variations, verse-chorus, etc.)

Connection to the World

What is this piece about?