**KNOWING THE STANDARDS**

**MATCHING**

Match the term with the appropriate definition

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| **DEFINITION** | **IDENTIFIER** |
| **Describe the general knowledge and skill that teachers expect students to demonstrate throughout their education in the arts. They are parallel across arts disciplines, and grade levels.** | **Artistic Literacy** |
| **The subsets of actions that support and illuminate each artistic process.** | **Essential Questions** |
| **The knowledge and understanding required to participate authentically in the arts. Fluency in the language(s) of the artists’ ability to create, perform/produce/present, respond and connect through symbolic and metaphoric forms that are unique to the arts.** | **Anchor Standards** |
| **Discipline specific, grade by grade articulations of student achievement** | **Model Cornerstone Assessments** |
| **Statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area.** | **Standard** |
| **Evidence that is collected tells students what is most important for them to learn. What is chosen for assessment signals what is valued.** | **Enduring Understandings** |
| **Questions that are answerable with finality in a brief sentence.** | **Process Components** |
| **What we want students to know and bel able to do at the end of any given time. They are divided by the four Artistic Processes of Creating, Presenting, Responding and Connecting** | **Performance Standards** |