



Arts Education Grade 9 Drama Critical / Responsive (CR)				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
CR9.1 Respond to professional drama works through individual or collaborative inquiry and the creation of own arts expressions.	<ul style="list-style-type: none"> • I can use drama to respond to ONE professional drama work. 	<ul style="list-style-type: none"> • I can use drama to respond to some professional drama works. 	<ul style="list-style-type: none"> • I can use drama to respond to some professional drama works, AND explain the connections between artistic works. 	<ul style="list-style-type: none"> • I can use drama to respond to professional drama works, and explain the connections between the two works, using examples from both works.
	<ul style="list-style-type: none"> • I can develop a few thin (Who? What? Where? When?) questions, individually or with others, about a selected drama expression. 	<ul style="list-style-type: none"> • I can develop several thin (Who? What? Where? When?) questions, individually or with others, about a selected drama expression. 	<ul style="list-style-type: none"> • I can develop several thick questions (How? Why? To what extent?), and answer them, about a selected drama expression, individually or with others. 	<ul style="list-style-type: none"> • I can develop several questions, and answer them, about a selected drama expression, individually or with others, and share the results.
Comments				



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CR9.2 Investigate and identify ways that today’s drama expressions can inspire change.	<ul style="list-style-type: none"> I can propose the extent to which today’s drama expressions can inspire change, using a few teacher-selected drama expressions. 	<ul style="list-style-type: none"> I can propose the extent to which today’s drama expressions can inspire change, using a few drama expressions I have selected myself through research. 	<ul style="list-style-type: none"> I can propose and support with examples and details the extent to which today’s drama expressions can inspire change, using several drama expressions I have selected myself through research. 	<ul style="list-style-type: none"> I can compare with examples and details the extent to which today’s drama expressions can inspire change in a variety of drama expressions I have selected myself through research.
Comments				



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CR9.3 Investigate and identify how drama expressions can challenge thinking about values, ideas, and beliefs.	<ul style="list-style-type: none"> I can propose the extent to which today’s drama expressions can challenge thinking about values, ideas, and beliefs, using a few teacher-selected drama expressions. 	<ul style="list-style-type: none"> I can propose the extent to which today’s drama expressions challenge thinking about values, ideas, and beliefs, using a few artistic expressions I have selected myself through research. 	<ul style="list-style-type: none"> I can propose and support with examples and details the extent to which today’s drama expressions can challenge thinking about values, ideas, and beliefs, using several drama expressions I have selected myself through research. 	<ul style="list-style-type: none"> I can compare with examples and details the extent to which today’s drama expressions can challenge thinking about values, ideas, and beliefs in a variety of drama expressions I have selected myself through research.
Comments				