



Illinois Arts Learning Standards Artistic Processes and Anchor Standards

Artistic Processes

The **main actions** that students should engage in for effective arts learning and artmaking.

Anchor Standards

The **general knowledge and skills** that students should demonstrate throughout their arts education.

CREATING

Conceiving and developing new artistic ideas and work.

Students will:

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Revise, refine and complete artistic work.

PERFORMING / PRESENTING / PRODUCING

Performing: *Realizing artistic ideas and work through interpretation and presentation.*

Presenting: *Interpreting and sharing artistic work.*

Producing: *Realizing and presenting artistic ideas and work.*

Students will:

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.

RESPONDING

Understanding and evaluating how the arts convey meaning.

Students will:

7. Perceive and analyze artistic work.
8. Construct meaningful interpretations of artistic work.
9. Apply criteria to evaluate artistic work.

CONNECTING

Relating artistic ideas and work with personal meaning and external context.

Students will:

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.



A Closer Look at the Standards Components

Music

CREATING 1

2 **Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

3

	Pre K MU:Cr1.1.PK	Kindergarten MU:Cr1.1.K	1st MU:Cr1.1.1	2nd MU:Cr1.1.2	3rd MU:Cr1.1.3	4th MU:Cr1.1.4
4	a. With guidance, explore and experience music concepts (for example, beat, melodic contour).	a. With limited guidance, create musical ideas (for example, answering a musical question) for a specific purpose.	a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.	a. Improvise rhythmic and melodic ideas and describe connection to specific purpose and context (for example, personal, social).	a. Improvise rhythmic, melodic, and harmonic ideas and explain connection to specific purpose and context (for example, social, cultural).	a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (for example, social, cultural, historical).

1 **Artistic Processes** are the main actions that students should engage in for effective arts learning and artmaking: *Creating, Performing/Presenting/Producing, Responding, and Connecting*.

2 **Anchor Standards** describe general knowledge and skills that students are expected to demonstrate throughout their arts education. They are the same across all artistic disciplines.

3 **Enduring Understandings** help focus students on significant “big ideas,” while **Essential Questions** can be used as a springboard for inquiry and to encourage interdisciplinary thinking. Both can be tailored to provide the foundation for lessons and units.

4 **Performance Standards** are specific grade-by-grade articulations of student achievement in the arts. Unique to each discipline, they translate the anchor standards into specific, measurable learning goals.