# Arts Lesson Alignment Checklist

Check off the anchor standards that were addressed during this activity:

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<thead>
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<th>Cr</th>
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<tbody>
<tr>
<td>CREATING</td>
<td>PERFORMING PRESENTING PRODUCING</td>
<td>RESPONDING</td>
<td>CONNECTING</td>
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- **Anchor Standard #1**
  Generate and conceptualize artistic ideas and work.

- **Anchor Standard #2**
  Organize and develop artistic ideas and work.

- **Anchor Standard #3**
  Revise, refine, and complete artistic work.

- **Anchor Standard #4**
  Select, analyze, and interpret artistic work for presentation.

- **Anchor Standard #5**
  Develop and refine artistic techniques and work for presentation.

- **Anchor Standard #6**
  Convey meaning through the presentation of artistic work.

- **Anchor Standard #7**
  Perceive and analyze artistic work.

- **Anchor Standard #8**
  Construct meaningful interpretations of artistic work.

- **Anchor Standard #9**
  Apply criteria to evaluate artistic work.

- **Anchor Standard #10**
  Synthesize and relate knowledge and personal experiences to make art.

- **Anchor Standard #11**
  Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

If there are unaddressed anchor standards, should they be addressed in this lesson? If yes, how?

What elements of this lesson might you borrow or adapt to use with your own students?
Arts Lesson Alignment Checklist

Check off the best practices that were addressed during this activity:

- Promotes Metacognition
  Students are aware of what they do and do not know, and their ability to understand, control, and manipulate their own thinking processes.

- Process-based
  Student learning and assessment is constructed around the process of making work, rather than the finished product.

- Encourages Connections
  Students relate their own work to personal, societal, cultural, and historical contexts, works, and issues.

- Collaborative
  Students and teachers learn and work together in various combinations.

- Fosters Critical Thinking
  Students understand and use criteria to observe, analyze, and construct interpretations and evaluations of artwork.

- Student-Centered
  Students drive what and how they will learn, and how that learning is assessed.

If there are unaddressed best practices, should they be addressed in this lesson? If yes, how?