

Definition of Terms for Components of Learning Processes

The arts processes—create, perform and respond—ask students to engage in activities from generating to presenting works of art. Some terms associated with these processes have generally agreed upon definitions; other terms are not so easily defined. The terms—select, describe, analyze, interpret and evaluate—appear to need clarification. The definitions and examples below are offered as guidelines only in an attempt to develop consistency of language in statewide arts programs as well as for students within individual K-12 systems.

Select: *Broadly defined as choosing criteria for selection or evaluation of art work and/or choosing art work based on criteria*

When students *select* as part of an artistic process, they may do one or more of the following:

- establish or develop criteria for choosing art work
- choose art work based on established criteria
- develop or establish criteria for evaluation

Describe: *Broadly defined as what is observed in the artwork*

When students *describe* as part of an artistic process, they may do one or more of the following:

- specify or summarize what is observed in the work of art
- identify subject matter, elements, principles, qualities, techniques used to create work of art
- clarify how a art work meets established criteria for selection

Analyze: *Broadly defined as looking at the parts and context or taking the work apart*

When students *analyze* as part of an artistic process, they may do one or more of the following:

- examine individual “parts” of the whole
- determine the relationships among the “parts” such as subject matter, elements, principles, qualities and techniques
- identify distinguishing characteristics including unique, interesting or unusual aspects
- examine the structure and/or organization of the parts or work as a whole
- categorize by style, genre, type
- identify relevant background including historical, social, and cultural as well as information about the artist
- compare and contrast with other works of art (it is alike in this way; it is different in that way)

Interpret/Translate: *Broadly defined as how the parts work together to create a whole and develop meaning*

When students *interpret/translate* as part of an artistic process, they may do one or more of the following:

- explain or develop a representation of the meaning, message, and/or theme
- consider the intent or purpose
- consider artistic choices
- explain or develop a representation of the mood, feeling or tone
- consider particular effects
- explain or develop a representation of the unified whole

Evaluate: *Broadly defined as a judgment about the artwork*

When students *evaluate* as part of an artistic process, they may do one or more of the following:

- reflect on appeal to intended audience
- reflect on success in communicating intended message, meaning, theme
- reflect on overall effectiveness
- justify value, significance or importance
- suggest revisions or changes to improve
- support or justify personal reactions or opinions
- decide whether work met evaluation or selection criteria
- suggest changes in selection or evaluation criteria
- compare and contrast to similar works of art (it is better in this way because. . . ; it is not as good as in that way because. . .)