

## GLOBAL COMPETENCE MATRIX FOR THE ARTS

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
Students investigate the world beyond their immediate environment.	Students use the arts to recognize their own and others' perspectives.	Students communicate their ideas effectively with diverse audiences using art.	Students use the arts to translate their ideas into appropriate actions to improve conditions.
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Identify themes or issues and frame researchable questions of local, regional, or global significance that call for or emerge from investigations in the arts.</li> <li>Identify, observe, and interpret a variety of domestic and international works of visual or performing art, materials, and ideas, and determine their relevance to globally significant themes.</li> <li>Analyze, integrate, and synthesize insights to envision and create an artistic expression of globally significant themes, and submit this expression for critique.</li> <li>Engage in critical conversations based on compelling evidence and consider multiple perspectives to draw defensible conclusions about the effectiveness of a work of art to illuminate globally significant themes.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Recognize and express their own artistic perspectives and sensibilities, and determine how those are influenced by their background and experience in the world; conversely, determine how their perspectives and sensibilities about the world are influenced by their experience in the arts.</li> <li>Examine how the artistic perspectives and sensibilities of different individuals, groups, and schools of thought are influenced by their experience in the world and, conversely, how their views of the world are influenced by experience in the arts.</li> <li>Explain how cultural interaction influences the development of artistic products, ideas, concepts, knowledge, and aesthetics.</li> <li>Explore and describe how, despite differential access to knowledge, technology, and resources, individuals and groups produce meaningful art that enables human expression and connection around the world.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Examine how diverse audiences may interpret and react to artistic expressions differently.</li> <li>Appreciate a variety of artistic expressions and use artistic repertoires, forms, or media to communicate with diverse audiences around the world.</li> <li>Select and use appropriate technologies to enhance the effectiveness and reach of a work of art.</li> <li>Reflect on how the arts impact understanding and collaboration in an interdependent world.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Identify existing and innovative opportunities to use the arts, personally and collaboratively, to contribute to improvements locally, regionally, or globally.</li> <li>Assess options for the use of the arts and plan actions considering available evidence, previous approaches, and potential consequences.</li> <li>Use the arts to act, both personally and collaboratively, in creative and ethical ways to contribute to improvements locally, regionally, or globally, and reflect on the impact of the actions taken.</li> <li>Reflect on their capacity to advocate for and contribute to improvements locally, regionally, or globally through the arts.</li> </ul>

*Global Competence is the capacity and disposition to understand and act on issues of global significance. The global competence matrices help explain Global Competence and how to apply it. They were created as part of the Council of Chief State School Officers' EdSteps Project, in partnership with the Asia Society Partnership for Global Learning.*

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