

## 2015 Oregon Arts Standards Framework

The 2015 Dance, Media Arts, Theatre and Visual Arts Standards were built within a specific framework. This framework provided the structure to address artistic process and literacy learning, and proficiency-based learning of Oregon students preK-12.

**ARTISTIC PROCESSES:** Dance, Media Arts, Theatre and Visual Arts address cognitive processes and physical actions by which arts learning and making are realized. There are four processes in arts learning: **Creating** (Conceiving and developing new artistic ideas and work); **Performing/Presenting/Producing** (realizing, interpreting/sharing and presenting artistic ideas and work); **Responding** (Understanding and evaluating how arts convey meaning); and **Connecting** (relating artistic ideas and work with personal meaning and external context).

**ANCHOR STANDARDS:** Anchor standards are the fundamental skills we want students to have when they graduate from our public schools. They are general enough to allow for the entrepreneurial aspects of being a teaching professional while being rigorous and aligned to what higher education and workplaces expect of graduating students. As with Common Core Standards, Anchor Standards so position the Arts Standards and extend from pre-K to grade 12. Anchor Standards are alike across all arts disciplines and grades, and comprise a total of 11 like Anchors pre-K-12.

**ENDURING UNDERSTANDINGS;** Enduring Understandings are big idea statements summarizing important ideas and core processes central to a subject and have lasting value beyond the classroom. They articulate what students should value about the content area over the course of their lifetime and enable student to make connections to other disciplines beyond the arts.

**ESSENTIAL QUESTIONS:** Essential Questions are not answerable with finality in a brief sentence. Their purpose is to stimulate thought, provoke inquire, spark more through questions. They guide students as they uncover enduring understandings and encourage, hint at, demand transfer beyond the particular topic and should recur over the years to promote conceptual connections and curriculum coherence.

**STANDARDS:** Standards are based on the four artistic processes, providing a sequential approach to art and within a rigorous supportive learning environment, one of the building blocks of quality arts education. They define artistic literacy, placing artistic processes at the front of the work, identify creative practices, conceptual through lines and articulate value and meaning within and across arts disciplines.

**MODEL CORNERSTONE ASSESSMENTS:** Model Cornerstone Assessments are provided through the 2004 Oregon Arts Standards and 2014 National Core Arts Learning Standards. These models illustrate and bring the standards to life by illustrating the demonstrations of desired learning and the criteria by which student performances should be judged. They are **curriculum embedded**, recur over the grades, establish authentic contexts for performance, assess understanding and transfer via genuine performance, integrate 21<sup>st</sup> C skills, engage students in meaningful learning while encouraging best teaching