

ACADEMIC STANDARDS AND REQUIREMENTS FOR THE ARTS IN OREGON



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ACADEMIC STANDARDS AND REQUIREMENTS FOR THE ARTS IN OREGON

This resource provides:

- a summary of arts learning requirements for Oregon public schools,
- an overview of the Oregon arts standards, and
- common descriptions of the five arts standards disciplines.

Arts programs help prepare students for healthy and successful future endeavors through well-rounded learning, including many creative careers. The arts serve to bring a school community together; they provide students an avenue for self-expression and relationship building, and a place for student voices and identities to be heard and celebrated. Akin to language arts, math, social sciences, and other content areas addressed in the required learning for students in Oregon, the arts are part of standard academic programming for Oregon students. The State Board Adopted Oregon Arts standards provide a guide to what students should be able to know and do in arts courses.



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Requirements for Arts Programs in Oregon Schools

Just as other required academic areas of study in Oregon must align to standards, the arts have a corresponding set of State Board adopted standards. The requirement to include the Oregon State Board adopted standards is established in Oregon Revised Statute and Oregon Administrative Rule¹. The arts disciplines of Dance, Media Arts, Music, Theatre, and Visual Arts comprise the set of State Board adopted standards for the arts in Oregon. Instructional programs in the arts offered in Oregon should be standards-aligned.



Dance



Media Arts



Music



Theatre



Visual Arts



Standards-aligned arts programs:

- Provide sequential arts learning opportunities - learning that builds in complexity according to developmental level, aligned to the Oregon Arts Standards
- Provide consistent, dedicated time for arts learning
- Provide arts learning with qualified educators
- Are available to all students during the school day

For a description of the Oregon statute and rule related to the academic standards for the arts, see [Arts Requirements in Oregon Statute and Rule](#). For schools or districts looking to learn more about expanding arts learning opportunities, [Arts Education Program Models](#) provides examples of various program models that can be established to offer standards-aligned K-12 instructional programs in the arts.

- ▶ Read [Arts Education Program Models](#)



¹ [OAR 581-022-2030, ORS 329.045](#)

Oregon Arts Standards Overview

The [Oregon Arts Standards](#), adopted by the State Board of Education, specify what students in Oregon should be able to know and do in their arts courses at specific stages throughout their learning journey.

STANDARDS ORGANIZATION

Oregon Arts Standards Structure

Five arts disciplines:

- Dance
- Media Arts
- Music
- Theatre
- Visual Arts

Three grade bands:

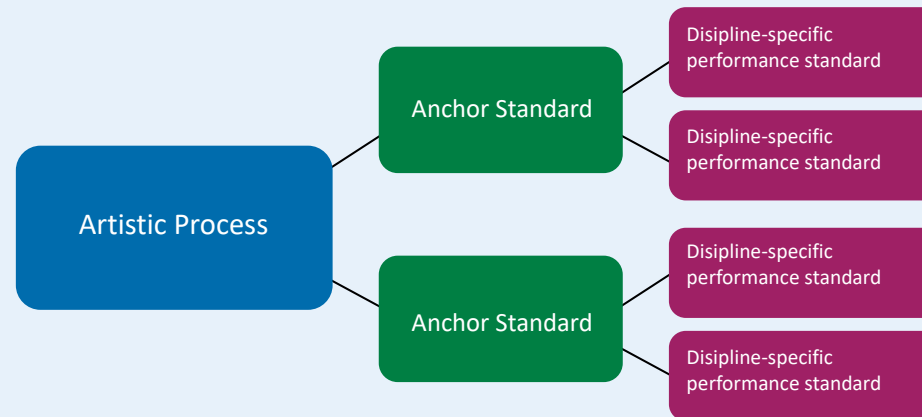
- Prekindergarten-3rd grade
- 4th-8th grade
- High School

Four artistic processes:

- Create
- Perform/Present/Produce
- Respond
- Connect

The Oregon Arts Standards² documents are organized into five arts disciplines. Within each arts discipline, the Oregon Arts Standards documents are laid out by grade band, and divided into four sections based on the student target artistic processes for each standard. Two to three anchor standards are nested within each of these artistic processes, referenced in the graphic below.

Discipline-specific performance standards specific to Oregon live under the umbrella of these anchor standards, in each of the five arts disciplines. Any arts education scope and sequence or curriculum developed for Oregon students should address these artistic processes, anchor standards, and discipline-specific performance standards. At the prek-8 grade levels, these standards are grade specific. At the high school level, the standards are typically organized to define proficient, accomplished, and advanced levels of performance.



² The State Board Adopted Oregon Arts standards draw heavily on the organization of the [National Core Arts Standards](#). Like the National Core Arts Standards, the State Board Adopted Oregon Arts Standards address the same five arts disciplines, and are organized into the same four main artistic processes with two to three anchor standards in each.

A NOTE ON MUSIC STANDARDS STRANDS

While most of the structures for the five arts areas are very similar, the music standards are unique in their structure. They follow the same artistic processes as the other arts disciplines. However, these standards were built with additional, separate strands to address applications for different course settings in the upper grades, including music composition and theory, music technology, harmonizing instruments, and traditional and emerging ensembles. Some of these strands have slightly different structures than the other arts disciplines, to fit the context of the learning opportunities provided in these different course settings.

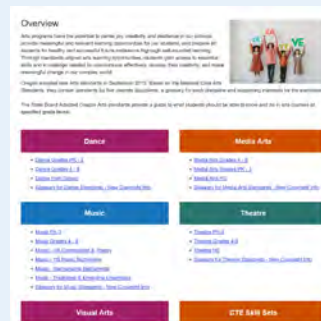
For instance, the harmonizing instruments and traditional and emerging ensembles strands include columns to describe novice, intermediate, proficient, accomplished, and advanced performance standards. The novice and intermediate performance standards can be utilized to determine goals for ensembles and instrumental classes at the middle school level.



ENDURING UNDERSTANDINGS AND ESSENTIAL QUESTIONS

The enduring understandings and essential questions accompanying each anchor standard provide a conceptual framework for educators to utilize when helping students grasp the big ideas contained in the study of an arts discipline. These core ideas can be found in the [Oregon Arts Standards documents](#), listed below each anchor standard.

▶ [Access the Oregon Arts Standards Website and Resources](#)



Arts Discipline Common Descriptions

The Oregon Arts Standards highlight five disciplines within the arts. While the disciplines are not defined specifically in Oregon rule or statute, this section provides common descriptions of the practices, learning experiences, and content pertaining to each. This provides districts and schools clarity when designing programs and course offerings that address the arts standards disciplines.



DANCE

Discipline Includes:

- The study and practice of movement and dance techniques, forms, and styles
- Improvisation through movement and dance
- Choreography
- Dance analysis and interpretation
- The study of movement and dance in the context of cultures, traditions and histories
- Dance performance



Students Can:

- Understand dance concepts and vocabulary
- Perform dance movements and techniques safely
- Analyze, interpret, and evaluate dance performances
- Develop, refine, and revise movements and dances for presentation
- Express meaning through dance movements and techniques
- Understand the language and evaluation of dance in the context of various styles, cultural contexts, and historical contexts
- Communicate meaning through dance in consideration of audience, venue, and context
- Connect dance learning to personal experiences, identities, and beliefs

► Access the Oregon Arts Standards for Dance

[Grades PK-3](#) | [Grades 4-8](#) | [Grades 9-12](#)



MEDIA ARTS

Discipline Includes:

- The study of digital art forms, programs, and media
- The creation of digital media and artworks in formats including, but not limited to:
 - Animation
 - Augmented reality
 - Digital illustration
 - Digital fabrication
 - Design of mediated images, objects, spaces, and experiences
 - Film
 - Graphic design
 - Video
 - Video game design
 - Virtual reality
 - Web design
 - Multimedia digital works, productions, and installations
- The study of programming languages used in the creation of digital media
- Media arts analysis and interpretation
- The study of media arts in the context of society, culture, and history
- The installation, performance, or presentation of digital media works

Students Can:

- Understand media arts concepts and vocabulary
- Generate media arts ideas
- Organize, structure, and convey meaning through media arts processes and work



- Refine, revise, and evaluate media artworks
- Integrate various media to create artwork
- Participate in planning, collaboration, and problem solving in the development of media arts productions
- Understand how time, place, audience, and context impacts the meaning of media artworks
- Interpret the meaning of media artworks
- Understand the language of media arts in the context of various societies, cultures and historical periods
- Connect media artwork to personal experiences and interests within relationships, online culture, and popular media

- ▶ Access the Oregon Arts Standards for Media Arts [Grades PK-3](#) | [Grades 4-8](#) | [Grades 9-12](#)



MUSIC

Discipline Includes:

- The study of musical forms, styles, and techniques
- Vocal music and singing techniques
- Instrumental music and instrumental techniques
- The creation of music and musical compositions
- Music theory
- Music analysis and interpretation
- Music critique and evaluation
- The study of music in the context of society, culture, and history
- The performance and presentation of musical works
- Music technology, including recording, producing, and editing sound and music
- Creating music and performing in musical ensembles, including but not limited to bands, orchestras, jazz ensembles, and choirs



Students Can:

- Understand music concepts and vocabulary
- Sing a varied repertoire of music, alone and with others
- Perform on instruments a varied repertoire of music, alone and with others
- Generate, communicate, and organize musical ideas
- Improvise melodies, variations, and accompaniments
- Compose, arrange, and convey meaning through musical ideas and musical compositions
- Read and notate music
- Listen to, analyze, and describe music
- Refine, revise, and evaluate musical works and performances
- Interpret the meaning of musical works
- Understand the language of music in the context of various societies, cultures, and historical periods
- Connect music to personal experiences, other arts disciplines, and subjects outside of the arts

► Access the Oregon Arts Standards for Music

[Grades PK-3](#) | [Grades 4-8](#)

[Grades 9-12 Composition & Theory](#)

[Grades 9-12 Music Technology](#)

[Harmonizing Instruments](#)

[Traditional & Emerging Ensembles](#)



THEATRE

Discipline Includes:

- The study, analysis, and interpretation of scripts, plays, and performances
- Dramatic interpretation
- Playwriting
- Multimedia production design including costume design, set design, lighting and sound design
- Acting technique
- Choreography, blocking, and stage movement
- Directing
- Dramaturgy



Students Can:

- Understand theatre concepts and vocabulary
- Generate theatrical characters, choices, ideas, and stories
- Organize, structure, and convey meaning through theatrical performance
- Practice, refine, revise, and evaluate theatrical works
- Communicate meaning and emotion through strong character actions and choices
- Integrate various media and skills to design and create theatrical performances
- Understand how personal experiences, aesthetics and context impacts the meaning of drama/theatre work
- Interpret the meaning of drama/theatre works
- Understand the language of drama/theatre works in the context of various societies, cultures, and historical periods
- Connect drama/theatre works to personal experiences to build self awareness, understanding of social dynamics, human emotions, and empathy

- ▶ Access the Oregon Arts Standards for Theatre

[Grades PK-3](#) | [Grades 4-8](#) | [Grades 9-12](#)



VISUAL ARTS

Discipline Includes:

- The study and creation of artwork in the fine arts, folk arts, and crafts, including but not limited to:
 - Drawing
 - Painting
 - Printmaking
 - Photography
 - Sculpture
 - Ceramics
 - Fibers and paper
 - Jewelry
 - Woodworking
 - Metal
 - Mixed media
- The study of and creation of design and industrial arts, including but not limited to:
 - Architecture
 - Environmental design
 - Urban design
 - Interior design
 - Product design
 - Landscape design
 - Graphic design
 - Fashion design
 - Artistic directing

- Visual arts analysis and interpretation
- The study of visual art in the context of society, culture, and history
- The installation or presentation of visual artworks

Students Can:

- Understand visual arts concepts and vocabulary
- Generate ideas for visual artworks and concepts
- Organize, structure, and convey meaning through visual design and artwork
- Refine, revise, and evaluate visual artworks
- Employ various media to create visual artwork
- Participate in planning, analysis, and curation of the display of visual artworks
- Understand how time, place, audience, venue and context impacts the meaning of visual artworks
- Analyze and interpret the meaning of visual artworks
- Connect visual artwork to personal experiences and interests within relationships and the life of communities
- Understand and interpret the language of visual arts in the context of various societies, cultures, and historical periods

- ▶ Access the Oregon Arts Standards for Visual Arts [Grades PK-3](#) | [Grades 4-8](#) | [Grades 9-12](#)



Ensuring Access to Learning in the Arts Disciplines

Districts and schools may be working toward ensuring access to arts learning for all students. [Guiding Questions for Standards- Aligned Arts Program Implementation](#) provides a framework of questions to guide the process of developing thriving arts programs, ensuring standards alignment, developing district pathways for continued arts study, and eliminating barriers to arts learning opportunities for students.

- ▶ Read the [Guiding Questions for Standards- Aligned Arts Program Implementation](#)



Arts Requirements in Oregon Statute and Rule

Statutory and regulatory policy establish that schools build a planned instructional program for K-12 schools that includes the arts, using the adopted standards for arts education.

ORS 329.045 establishes:

- “School districts and public charter schools must offer students instruction in...the arts” and
- This instruction must meet the academic content standards for these subjects adopted by the State Board of Education.

OAR 581-022-2030 establishes:

- Schools must offer a “planned K–12 instructional program [that includes the] Common Curriculum Goals and academic content standards adopted by the State Board of Education.”
 - “Common Curriculum Goals” as defined by OAR 581-021-0200 consist in part of “Common Knowledge and Skills”. “The Common Knowledge and Skills” consist of “facts, concepts, principles, rules, procedures, and methods of inquiry associated with subject matter areas [including] music and art”.

The academic content standards adopted by the State Board of Education in the Arts include standards for the arts content areas of Dance, Media Arts, Music, Theatre, and Visual Arts.

The Teacher Standards and Practices Commission (TSPC)

has established discipline-specific educator licensure endorsements for educators in Music, Drama (Theatre), and Visual Arts.

- Many arts courses are required to be taught by an educator with a subject-specific endorsement for that arts discipline; however, some arts courses may be taught by educators with other licenses and endorsements.
- To determine what licensure requirements exist for arts courses, consult the Course to Endorsement Catalogue found on the [Oregon Department of Education Teacher Licensure webpage](#), updated each school year.
- An arts course offered through a Career and Technical Education program has different requirements.
 - Career and Technical Education courses need to provide learning to meet the [Oregon CTE Skill Sets](#) for that course.
 - The teacher of the course must hold an appropriate CTE license and/or endorsement, specific to the program career area addressed in that course.

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