

**OREGON ARTS LEARNING
STANDARDS**

2015

THE WHAT

PRESENTED IS the 2015 revision of Oregon Arts Learning Standards for Dance, Media Arts, Theatre and Visual Arts. Music will be approaching Standards work separately, awaiting more contextual information from their national organization.

This work was created by Oregon professional teachers of each discipline July 2012 through April 2015. Public Review occurred during the writing process and then online March 9-April 3, 2015.

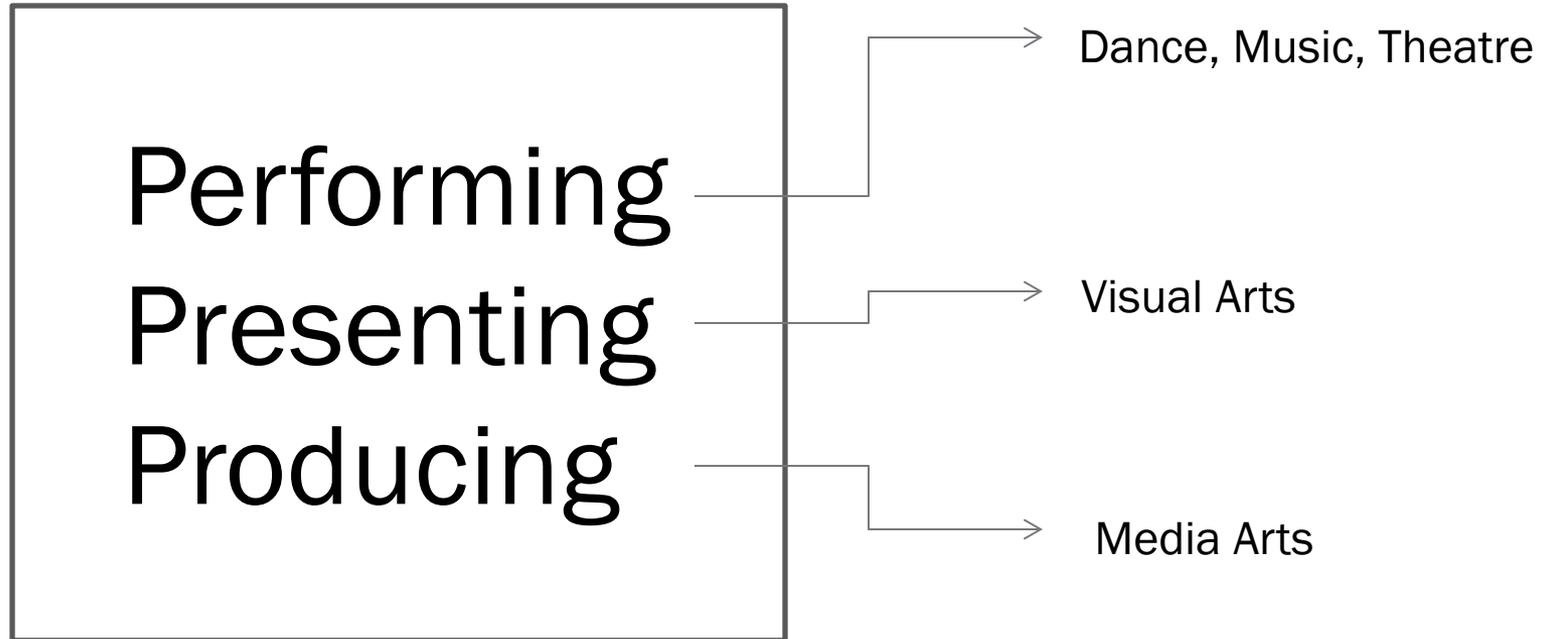
Prompt for this work: Revision of National Arts Standards, begun in 2012 and completed June 2014. Oregon writing teams were given access to the national prework and webinars, as they chose to take advantage of or not. Realization that proficiency-evidenced learning needed discrete standards in the arts form, aligning to Common Core and 21st Century Skills, the need of the state for rigorous, sequential standards-based approach to arts learning.



ARTISTIC PROCESSES FOR ALL ART FORMS

Creating	Performing Presenting Producing
Responding	Connecting

WHY ARE THERE 3 P'S?



HOW IS CREATING DIFFERENT THAN THE 3 P'S?

Creating is specifically about conceiving and developing works of arts. In other words, the “making” of the art – as director, choreographer, designer, producer, conductor, composer, curator.

Performing/Presenting/Producing is about the realizing, sharing or presenting the art or the “doing” of the art – as the actor, dancer, painter, musician, technician



RESPONDING VS. CONNECTING = DIFFERENCE?

Responding is a reflection on an external set of information. It is generally focused through comparison and critical analysis.

Connecting is an internal process mechanism that synthesizes various bodies of knowledge for use in developing multiple entry points for personal expression. It relates artistic ideas and work to personal meaning and external context. It is significantly beyond Arts Integration or defining other subject matter through arts understandings.

CONCEPTUAL FRAMEWORK: A MATRIX

Artistic Processes

Same across all art forms

Overarching Anchor Standards

Same across all art forms

Grade-level Performance Standards

Organized by art form

Enduring Understandings

Essential Questions

Particular to each art form

Process Components

Model Cornerstone Assessments Samples at grade level spans

Resources

Individualized by art form including:

Key Traits

Illustrative examples

Glossary

PRE-K THROUGH HIGH SCHOOL

K-8 AND HS PERFORMANCE STANDARDS

K – 8:

**Grade by grade
performance
standards**

High School:

Proficient Level

Accomplished Level

Advanced Level

CREATING: EARLY COMPARISONS ACROSS ART FORMS

DANCE	Imagine, Plan, Revise/Refine, Present
MEDIA ARTS	Conceive, Develop, Innovate
MUSIC	Imagine, Plan, Make/ Evaluate/Refine, Present
THEATRE	Envision, Generate
VISUAL ARTS	Experiment/Imagine Identify, Investigate/Plan/Continue, Connect to Life

3P'S: EARLY COMPARISONS ACROSS ART FORMS

DANCE - Perform	Embody, Express, Practice/ Refine, Present/Perform
MEDIA ARTS - Produce	Construct, Express, Refine, Present
MUSIC - Perform	Select, Analyze, Interpret, Rehearse/Evaluate/Refine, Present
THEATRE - Perform	Share
VISUAL ARTS - Present	Select/Analyze, Prepare/ Curate, Exhibit/Share

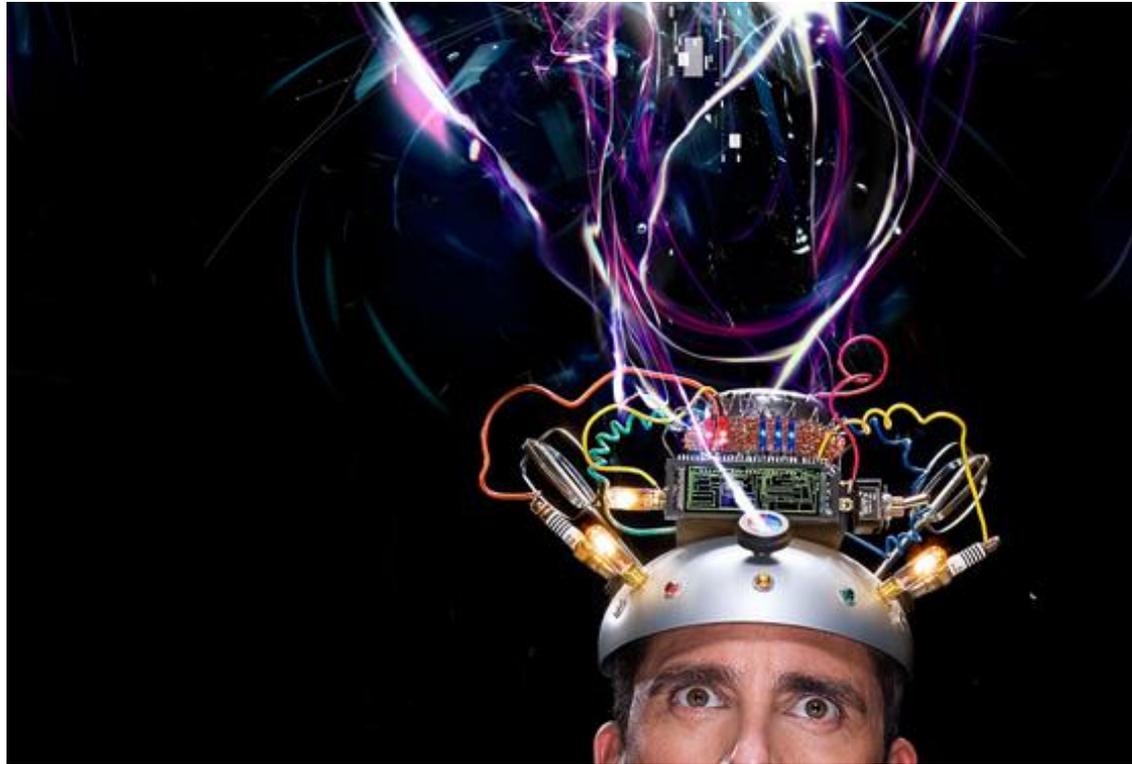
RESPONDING: EARLY COMPARISONS ACROSS ART FORMS

DANCE	Perceive, Interpret/Analyze, Evaluate/Critique
MEDIA ARTS	Perceive, Interpret, Evaluate
MUSIC	Select, Analyze, Interpret, Evaluate
THEATRE	Reflect
VISUAL ARTS	Analyze/Interpret, Critique/Evaluate, Communicate/Internalize

CONNECTING: EARLY COMPARISONS ACROSS ART FORMS

DANCE	Personalize, Contextualize, Research, Synthesize
MEDIA ARTS	Inquire, Interact, Synthesize
MUSIC	Imbedded in other processes
THEATRE	Interconnect, Empathize
VISUAL ARTS	Contextualize, Collaboration, Synthesize, Inquire

TOO MUCH INFORMATION? JUST WAIT.



TWO MORE WAYS TO ORGANIZE

NEW OVER-ARCHING STRUCTURES

**Artistic Processes
Definitions**

**Over-arching Anchor
Standards**

CREATING

Conceiving and developing new artistic ideas and work.



3 P'S

Performing: Realizing artistic ideas and work through interpretation and presentation.

Presenting: Interpreting and sharing artistic work.

Producing: Realizing and presenting artistic ideas and work.



RESPONDING

Understanding and evaluating how the arts convey meaning.



CONNECTING

Relating artistic ideas and work with
personal meaning and external context.



MODEL CORNERSTONE ASSESSMENTS

DANCE, MEDIA ARTS, MUSIC, THEATRE, VISUAL ARTS

NATIONAL MODEL CORNERSTONE ASSESSMENTS...

...are curriculum imbedded

...recur over the grades, becoming increasingly sophisticated over time

...establish authentic contexts for performance

...integrate 21st century skills with subject area content

...evaluate performance with established rubrics

...provide content for a student's portfolio so that they graduate with a resume of demonstrated accomplishments rather than simply a transcript of courses taken

GRADE BAND CORNERSTONE ASSESSMENTS

Currently, model cornerstone assessments are developed at:

- Grade: 2**
- Grade: 5**
- Grade: 8**
- Grade: HS** (Proficient, Accomplished, Advanced)

These are only samples and should be used illustratively to develop customized versions, break-down into smaller components, or expand into other grade levels.



CORNERSTONE ASSESSMENTS EXAMPLES

Science:

A company claims their paper towels are 40% more absorbent than competitors. Evaluate the claim. Develop a plan for conducting the investigation. Results should be conclusive enough to stand up under critical scrutiny by other researchers.

Science:

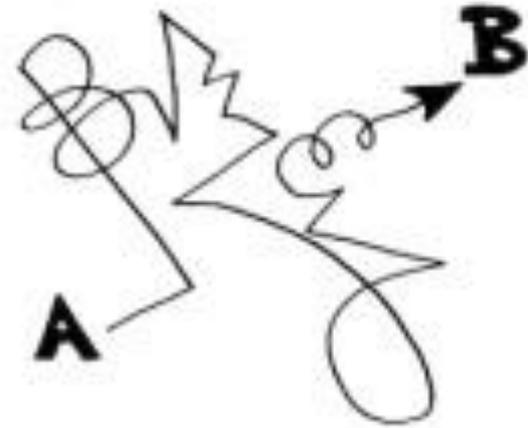
How much does it cost to take a shower? Identify variables. Develop a plan of inquiry. Conclusion should permit water authority investigators to make recommendations.

Social Studies:

You have an idea to improve your school. Describe and develop a plan to convince others. Define your audience. Defend hypothesis. Prepare document (letter, email or presentation) to support your idea.



ALL GOOD WORK IS MESSY!



The Myth

+

The Reality

Of Success