

Oregon Arts Content Standards, Adopted October 21, 2004  
For Use During the 2006-07 School Year

CREATE, PRESENT AND PERFORM: Apply ideas, techniques and processes in the arts.

Content Standard	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
	Grade 3	Grade 5	Grade 8	CIM
<b>Common Curriculum Goal:</b> Create, present and perform works of art.				
Use essential elements and organizational principles to create, present and/or perform works of art for a variety of purposes.	Use experiences, imagination, essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art.	Use experiences, imagination, observations, essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art.	Select and combine essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art.	Select and combine essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art for a variety of purposes.
<b>Common Curriculum Goal:</b> Apply the use of ideas, techniques and problem solving to the creative process and analyze the influence that choices have on the result.				
Explore and describe the use of ideas, techniques, and problem solving in the creative process (e.g., planning, choice of medium, choice of tools, analysis and revision) and identify the impact of choices made.	Explore aspects of the creative process and the effect of different choices on one's work.	Identify the creative process used, and the choices made, when combining ideas, techniques and problem solving to produce one's work.	Describe the creative process used, and the effects of the choices made, when combining ideas, techniques, and problem solving to produce one's work.	Explain the choices made in the creative process when combining ideas, techniques, and problem solving to produce one's work, and identify the impact that different choices might have made.

## CREATE, PRESENT AND PERFORM (continued)

Content Standard	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
	Grade 3	Grade 5	Grade 8	CIM
<b>Common Curriculum Goal:</b> Express ideas, moods and feelings through the arts and evaluate how well a work of art expresses one's intent.				
Create, present and/or perform a work of art that demonstrates an idea, mood or feeling by using essential elements and organizational principles, and describe how well the work expresses one's intent.	Create, present and/or perform a work of art that demonstrates an idea, mood or feeling.	Create, present and/or perform a work of art and explain how the use of essential elements and organizational principles shapes an idea, mood or feeling found in the work.	Create, present and/or perform a work of art by controlling essential elements and organizational principles to express an intended idea, mood or feeling.	Create, present and/or perform a work of art by controlling essential elements and organizational principles and describe how well the work expresses an intended idea, mood or feeling.
<b>Common Curriculum Goal:</b> Evaluate one's own work, orally and in writing.				
Critique and communicate about one's own work, orally and in writing.	Describe how one's own work reveals knowledge of the arts, orally and in writing.	Critique one's own work using self-selected criteria that reveal knowledge of the arts, orally and in writing.	Critique the artistic choices made in creating a work of art and their impact on the aesthetic effect, orally and in writing.	Critique the artistic merit of one's own work using aesthetic criteria, orally and in writing.

**AESTHETICS AND CRITICISM:** Respond to and analyze works of art, based on essential elements, organizational principles and aesthetic criteria.

Content Standard	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
	Grade 3	Grade 5	Grade 8	CIM
<b>Common Curriculum Goal:</b> Apply critical analysis to works of art.				
Apply knowledge of essential elements, organizational principles and aesthetic criteria to the analysis of works of art, and identify how the elements and principles contribute to the aesthetic effect.	Recognize essential elements, organizational principles and aesthetic effects in works of art.	Identify essential elements, organizational principles and aesthetic criteria that can be used to analyze works of art.	Use knowledge of essential elements, organizational principles and aesthetic criteria to describe works of art and identify how the elements and principles contribute to the aesthetic effect.	Use knowledge of essential elements, organizational principles and aesthetic criteria to explain the artistic merit and aesthetic effect of a work of art.
<b>Common Curriculum Goal:</b> Respond to works of art and give reasons for preferences.				
Respond to works of art, giving reasons for preferences and using terminology that conveys knowledge of the arts.	Identify and describe personal preferences connected with viewing or listening to a work of art using terminology that conveys knowledge of the arts.	Describe personal preferences and identify how essential elements and organizational principles in a work of art contribute to those preferences.	Describe personal preferences for works of art using aesthetic criteria and identify how essential elements and organizational principles contribute to the aesthetic effect.	Explain personal preferences for works of art based on an analysis of how the essential elements and organizational principles contribute to the work's artistic merit.

## AESTHETICS AND CRITICISM (continued)

Content Standard	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
	Grade 3	Grade 5	Grade 8	CIM
<b>Common Curriculum Goal:</b> Understand the interrelationships among art forms.				
Describe how essential elements and organizational principles from various arts disciplines can be integrated in a work of art and identify how they contribute to the aesthetic effect, overall idea and impact of the work.	Identify the disciplines used in an integrated work of art.	Describe how essential elements and organizational principles from various arts disciplines are used in an integrated work of art.	Explain the distinctive ways that essential elements and organizational principles from various arts disciplines are used in an integrated work of art and identify their impact on that work.	Explain the roles of essential elements and organizational principles from various arts disciplines in an integrated work of art and identify how they contribute to the aesthetic effect, overall idea and impact of the work.

**HISTORICAL AND CULTURAL PERSPECTIVES:** Understand the relationship of works of art to their social, historical and cultural contexts, and the influence of the arts on individuals, communities and cultures.

Content Standard	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
	Grade 3	Grade 5	Grade 8	CIM
<b>Common Curriculum Goal:</b> Understand how events and conditions influence the arts.				
Explain the influence of events and conditions on works of art.	Identify an event or condition that influenced a work of art.	Identify and describe the influence of events and/or conditions on works of art.	Distinguish the influence of events and conditions on works of art.	Explain the influence of events and conditions on an artist's work.
<b>Common Curriculum Goal:</b> Distinguish works of art from different societies, time periods and cultures.				
Distinguish works of art from different societies, time periods and cultures, emphasizing their common and unique characteristics.	Identify social, historical and cultural characteristics in a work of art.	Identify and relate common and unique characteristics in works of art that reflect social, historical, and cultural contexts.	Identify and relate works of art from different societies, time periods and cultures, emphasizing their common and unique characteristics.	Describe and distinguish works of art from different societies, time periods, and cultures, emphasizing their common and unique characteristics.
<b>Common Curriculum Goal:</b> Understand how the arts can reflect the environment and personal experiences within a society or culture, and apply to one's own work.				
Explain how a work of art reflects the artist's environment and personal experience within a society or culture, and apply to one's own work.	Describe how art from the student's community reflects the artist's environment and culture.	Describe how works of art from various historic periods reflect the artist's environment, society and culture.	Explain how works of art from around the world reflect the artist's environment, society and culture.	Explain how works of art reflect the artist's personal experience, environment, society and culture and apply this knowledge to one's own work.

## HISTORICAL AND CULTURAL PERSPECTIVES (continued)

Content Standard	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
	Grade 3	Grade 5	Grade 8	CIM
<b>Common Curriculum Goal:</b> Understand the place of the arts within, and their influences on, society.				
Explain how the arts serve a variety of personal, professional, practical, economic, community and cultural needs.	Describe how the arts serve a variety of purposes in the student's life, community and culture.	Describe how the arts serve a variety of purposes and needs in other communities and cultures.	Explain how the arts serve a variety of purposes, needs and values in different communities and cultures.	Explain the connections among the arts, career opportunities, and quality of life in the context of personal, practical, community and cultural needs.
Describe how the arts can influence individuals, communities and cultures.	Recognize how the arts can influence an individual's life.	Describe how the arts have influenced various communities and cultures.	Explain the influence of the arts on individuals, communities and cultures in various time periods.	Explain the influence of the arts on human behavior, community life and cultural traditions.