

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

Textbook: Schrader, Constance. 2005. *A Sense of Dance, Second Edition*. Champaign, IL: Human Kinetics.

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

Content Standard	
Common Curriculum Goal: 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.	SE: pp. 65, 79, 93, 108, 121 TE: chapters 5-8, 12, 13
Common Curriculum Goal: 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.	SE: pp. 49, 144, 159-169, 171-186 TE: Part IV intro, chapters 12, 13

CREATE, PRESENT AND PERFORM (continued)

Content Standard	
Common Curriculum Goal: 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.	SE: pp. 117-121 TE: chapters 2, 8
Common Curriculum Goal: Evaluate one's own work, orally and in writing.	
Critique and communicate about one's own work, orally and in writing.	SE: pp. 48-49, 187-197 TE: chapters 3, 4, 14

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

Content Standard	
Common Curriculum Goal: 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.	SE: pp. 75-79, 107, 133-135, 143 TE: chapter 9
Common Curriculum Goal: 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.	SE: pp. 76-79, 82-83, 119-120, 131, 139 TE: chapter 10

AESTHETICS AND CRITICISM (continued)

Content Standard		
Common Curriculum Goal: 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.	SE: 143-144, 145-152, 155-169, 187-197 TE: chapter 11	

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	
Common Curriculum Goal: Understand how events and conditions influence the arts.	
Explain the influence of events and conditions on works of art.	SE: 1-13, 15-36, 125-136 TE: Part II intro, chapters 5-8
Common Curriculum Goal: 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.	SE: 15-36, 143-144 TE: chapter 2
Common Curriculum Goal: 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.	SE: 3-13, 70-79, 82-83 TE: Part I intro, chapter 1

HISTORICAL AND CULTURAL PERSPECTIVES (continued)

Content Standard	
Common Curriculum Goal: 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.	SE: 120, 125-136, 145-152 TE: chapters 9, 11
Describe how the arts can influence individuals, communities and cultures.	SE: 85, 89, 91, 99, 155-168 TE: chapter 12