



Unpacking Oklahoma Academic Fine Arts Standards

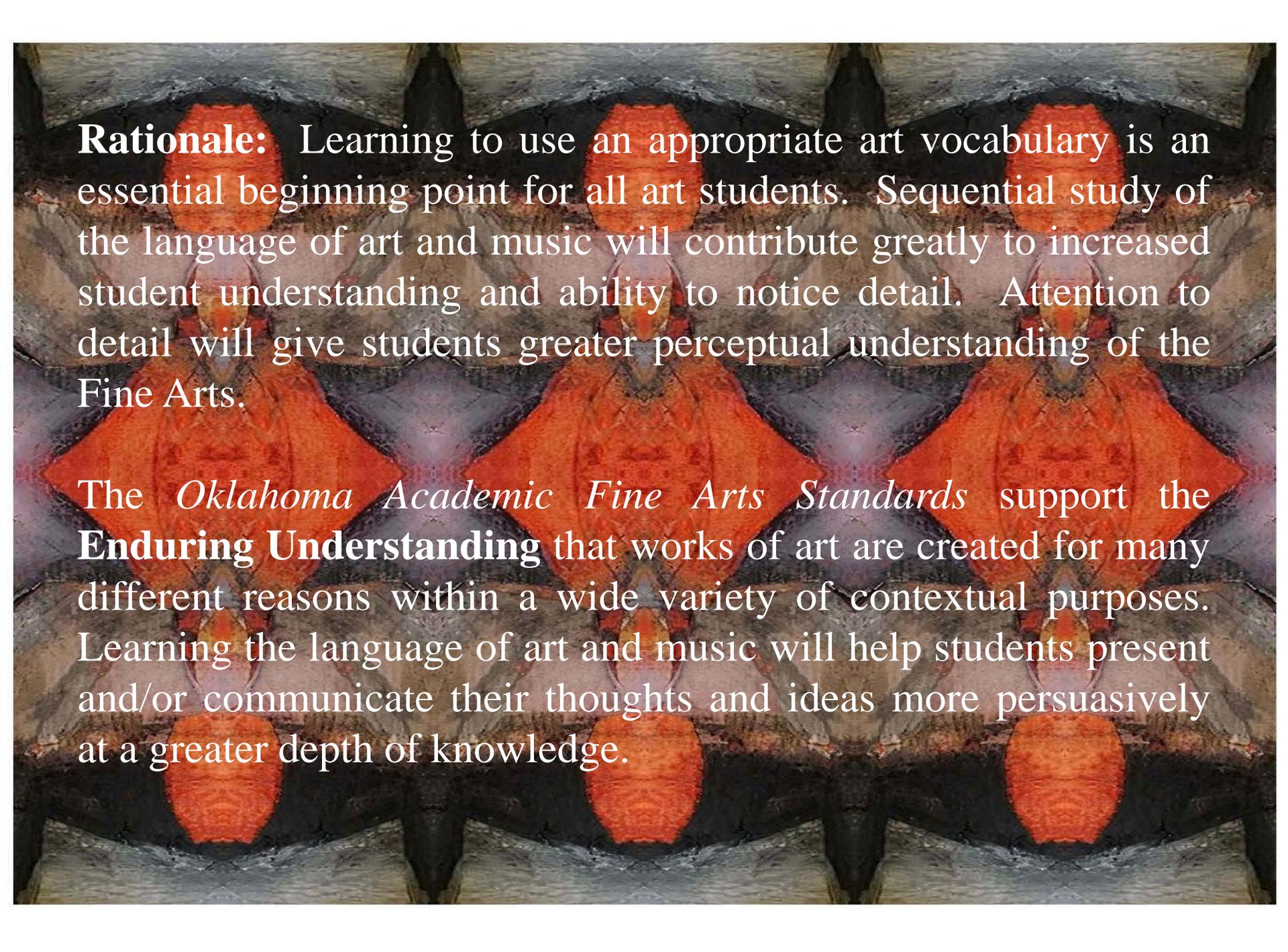
Glen Henry, Arts in Education Director

Office of Instruction

Oklahoma State Department of Education

Glen.Henry@sde.ok.gov

(405) 521-3034



Rationale: Learning to use an appropriate art vocabulary is an essential beginning point for all art students. Sequential study of the language of art and music will contribute greatly to increased student understanding and ability to notice detail. Attention to detail will give students greater perceptual understanding of the Fine Arts.

The *Oklahoma Academic Fine Arts Standards* support the **Enduring Understanding** that works of art are created for many different reasons within a wide variety of contextual purposes. Learning the language of art and music will help students present and/or communicate their thoughts and ideas more persuasively at a greater depth of knowledge.

Creating

Presenting

Responding

Connecting

Creating: Refers to expressing ideas and feelings through the creating of visual art.

generate and conceptualize artistic ideas and work

organize and develop artistic ideas and work

refine and complete artistic work

Presenting: Refers to presenting or demonstrating something about an existing artwork, informally or formally; a process that calls upon the technical, expressive, and interpretive skills of the learner.

analyze, interpret and select artistic work for presentation

develop and refine artistic techniques and work for presentation

convey meaning through the presentation of artistic work

Responding: Refers to synthesizing knowledge of visual art in relation to history, culture, heritage, other content areas, ideas, and life-long learning.

perceive and analyze artistic work

interpret intent and meaning in artistic work

apply criteria to evaluate artistic work

Connecting: Refers to analyzing, critiquing, describing, and evaluating visual art or music

describe artistic work

analyze and critique artistic work

interpret and evaluate artistic work

Oklahoma Visual Art Standards

Standard 1: Language of Visual Art - “Presenting”

The student will identify and communicate using a variety of visual art terms (e.g., collage design, original portrait, paint, subject, medium, perspective, symbol, content, engraving, foreshortening, mosaic etc.)

Essential question:

How is art used to express a feeling, record or illustrate a historical event, memorialize or honor individual achievement, tell a story, celebrate a victory, or adorn an empty space?

Oklahoma Visual Art Standards

Standard 2: Visual Art History and Culture - “Responding”
The student will recognize the development of visual art from a historical and cultural perspective.

Enduring understanding:

Analyzing historical works of art from multiple perspectives invites students to think deeply, beyond simply making value judgments.

Oklahoma Visual Art Standards

Standard 3: Visual Art Expression - “Creating”

The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

Enduring understanding:

Creating visual art will help students learn to express themselves more confidently at a deeper level of aesthetic reflection while developing a greater sense of craftsmanship

Oklahoma Visual Art Standards

Standard 4: Visual Art Appreciation - “Connecting”
The student will appreciate and utilize visual art to make interdisciplinary connections and informed decisions.

Enduring Understanding:

Students will identify examples of creative problem solving in every day life and make connections with other areas of the instructional curriculum

Oklahoma Music Standards

Standard 1: Language of Music - “Responding”

The student meaningfully engages with the artform through reading, notating, and/or interpreting music.

Enduring Understanding:

Music is created for many different reasons and a wide variety of contextual purposes. Learning the language of music will help students present and/or communicate their thoughts and ideas with precision, clarity, and at a greater depth of knowledge.

Oklahoma Music Standards

Standard 2: Music History and Culture- “Connecting”
The student recognizes the development of music from an historical and cultural perspective.

Essential Questions:

- Who created the music?
- Why was the music created?
- How was the music used?

Oklahoma Music Standards

Standard 3: Music Expression - “Performing”

The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills.

Enduring understanding:

Students will extend their understanding and ability to engage creatively and in original ways that are inventive, innovative, and imaginative.

Oklahoma Music Standards

Standard 4: Music Appreciation - “Creating”

The student understands and uses musical tools, including active listening to create and evaluate original works.

Enduring Understanding:

Enables students to make informed judgments with respect to the quality of musical compositions from a variety of sources and genres of music.

Instructional Resource: Creative Practices

Imagine

To form a
mental
image of
concept

Investigate

To observe
or study
through
exploration
or
examination

Construct

To make or
form by
combining
or arranging
a series of
elements

Reflect

To think
deeply or
carefully
about his or
her work

<p>3-Strategic Thinking</p>	<p>Requires reasoning, developing a plan or sequence of steps; has some complexity; more than one possible answer; generally takes less than 10 minutes to do</p>	<p>Analysis</p>	<ul style="list-style-type: none"> • Debate • Compare • Analyze • Criticize • Diagram • Examine • Distinguish • Appraise
<p>4-Extended Thinking</p>	<p>Requires an investigation; time to think and process multiple conditions of the problem or task; and more than 10 minutes to do non-routine manipulations.</p>	<p>Synthesis & Evaluation</p>	<ul style="list-style-type: none"> • Design • Plan • Create • Compose • Predict • Construct • Promote • Rate • Score • Value • Judge • Assess • Evaluate • Measure • Choose • Select

Arts Assessment in State Law

“The assessment strategies selected by the school district may be in the form of grading, portfolio, performance written exam, or other form of assessment.”

The assessment strategies shall measure achievement levels based on the Oklahoma Academic Fine Arts Standards, and shall be labeled as “meets standard” or “does not meet standard.”

70 O.S. Supp. 2003 § 1210.508B.8

Arts Assessment in State Law

“Beginning with the 2004-2005 school year, each school district shall administer to each student in the school district in grades three through eight an assessment designed to assess the student in the fine arts area in which the student has received instruction.”

70 O.S. Supp. 2003 § 1210.508B.8

Arts Assessment in State Law

“Each school district shall prepare an annual report outlining the fine arts assessment strategies used by the district, when the assessments were administered, how many students were assessed during the previous year, and the results of the assessments.”

70 O.S. Supp. 2003 § 1210.508B.8

Oklahoma State Department of Education
Priority Academic Student Skills (PASS)
 District Arts Assessment Report

Grade 3	Date Assessed	Number of Students Assessed	Number of Students that Meet Standard	% of Students that Meet Standard	*Type(s) of Assessments Administered						
						Visual Art Standard 1: Language of Visual Art	Visual Art Standard 2: Visual Art History and Culture	Visual Art Standard 3: Visual Art Expression	Visual Art Standard 4: Visual Art Appreciation	Music Standard 1: Language of Music	Music Standard 2: Music History and Culture

District _____

Printed Superintendent's Name _____

*Portfolio (PO), Performance (PE), Written Exam (WE),
 Class Grade (CG) or Other

Superintendent's Signature _____

Annual Report Submitted in May Each Year

The annual report documents:

- When the assessments were administered
- The number of students assessed
- The # of students that met the standards assessed
- The % of students that met the standards assessed
- The fine arts assessment strategy or strategies used by the district

District Arts Assessment Report



Return to SSO

PDF

Oklahoma Academic Standards for General Music and Visual Art

141002 MOORE

Help

2014 - 2015

Select Help for general
content-related
questions

Welcome to the online District Arts Assessment Report

As stipulated by Oklahoma law, 70 O.S. § 1210.508, "each school district shall administer to each student in the district in Grades 3-8 an assessment designed to assess the student in the fine arts of visual art and general music." This method of assessing the arts in Oklahoma public schools has given school districts greater control and flexibility in integrating and assessing the arts in the classroom.

The new online assessment report is similar to the .PDF documents you are used to completing. For each grade that your district serves, data must be entered for at least one Visual Arts standard and one Music standard. **Please save each page before going to the next screen or the data will be deleted.** Once the report has been submitted, the superintendent will need to certify the report.

Please refer to the Help Page for more information.

Select Continue to
proceed to the report.

Continue

Back

Enter the date the standard was assessed. Or, check the Ongoing Assessment box if there is not a single date of assessment for that standard.

Grade 3

2014 - 2015

	Date Assessed	Number of Students Assessed	Number of Students that Meet Standard	% of Students that Meet Standard	Type(s) of Assessments Administered
Visual Art Standard 1: Language of Visual Art	<input type="text" value="___/___/___"/> 31 <input type="checkbox"/> Ongoing Assessment				<input type="checkbox"/> Portfolio <input type="checkbox"/> Performance <input type="checkbox"/> Class Grade <input type="checkbox"/> Written Exam <input type="checkbox"/> Other
Visual Art Standard 2: Visual Art History and Culture	<input type="text" value="___/___/___"/> 31 <input type="checkbox"/> Ongoing Assessment				<input type="checkbox"/> Portfolio <input type="checkbox"/> Performance <input type="checkbox"/> Class Grade <input type="checkbox"/> Written Exam <input type="checkbox"/> Other
Visual Art Standard 3: Visual Art Expression	<input type="text" value="___/___/___"/> 31 <input type="checkbox"/> Ongoing Assessment				<input type="checkbox"/> Portfolio <input type="checkbox"/> Performance <input type="checkbox"/> Class Grade <input type="checkbox"/> Written Exam <input type="checkbox"/> Other
Visual Art Standard 4: Visual Art Appreciation	<input type="text" value="___/___/___"/> 31 <input type="checkbox"/> Ongoing Assessment				<input type="checkbox"/> Portfolio <input type="checkbox"/> Performance <input type="checkbox"/> Class Grade <input type="checkbox"/> Written Exam <input type="checkbox"/> Other

Enter whole numbers only into the Number of Students Assessed and Number of Students that Meet Standard columns. The % column will be automatically calculated.

Grade 3

2014 - 2015

	Date Assessed	Number of Students Assessed	Number of Students that Meet Standard	% of Students that Meet Standard	Type(s) of Assessments Administered
Visual Art Standard 1: Language of Visual Art	<input type="text" value="___/___/___"/> 31 <input type="checkbox"/> Ongoing Assessment				<input type="checkbox"/> Portfolio <input type="checkbox"/> Performance <input type="checkbox"/> Class Grade <input type="checkbox"/> Written Exam <input type="checkbox"/> Other
Visual Art Standard 2: Visual Art History and Culture	<input type="text" value="___/___/___"/> 31 <input type="checkbox"/> Ongoing Assessment				<input type="checkbox"/> Portfolio <input type="checkbox"/> Performance <input type="checkbox"/> Class Grade <input type="checkbox"/> Written Exam <input type="checkbox"/> Other
Visual Art Standard 3: Visual Art Expression	<input type="text" value="___/___/___"/> 31 <input type="checkbox"/> Ongoing Assessment				<input type="checkbox"/> Portfolio <input type="checkbox"/> Performance <input type="checkbox"/> Class Grade <input type="checkbox"/> Written Exam <input type="checkbox"/> Other
Visual Art Standard 4: Visual Art Appreciation	<input type="text" value="___/___/___"/> 31 <input type="checkbox"/> Ongoing Assessment				<input type="checkbox"/> Portfolio <input type="checkbox"/> Performance <input type="checkbox"/> Class Grade <input type="checkbox"/> Written Exam <input type="checkbox"/> Other

Select at least one type of Assessment Administered. Multiple types can be selected.

Grade 3

	Date Assessed	Number of Students Assessed	Number of Students that Meet Standard	% of Students that Meet Standard	Type(s) of Assessments Administered
Visual Art Standard 1: Language of Visual Art	<input type="text" value="3/31"/> 31 Ongoing Assessment <input checked="" type="checkbox"/>	80	77		<input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Performance <input type="checkbox"/> Class Grade <input type="checkbox"/> Written Exam <input type="checkbox"/> Other
Visual Art Standard 2: Visual Art History and Culture	<input type="text" value="3/31"/> 31 Ongoing Assessment <input type="checkbox"/>				<input type="checkbox"/> Portfolio <input type="checkbox"/> Performance <input type="checkbox"/> Class Grade <input type="checkbox"/> Written Exam <input type="checkbox"/> Other
Visual Art Standard 3: Visual Art Expression	<input type="text" value="3/31"/> 31 Ongoing Assessment <input type="checkbox"/>				<input type="checkbox"/> Portfolio <input type="checkbox"/> Performance <input type="checkbox"/> Class Grade <input type="checkbox"/> Written Exam <input type="checkbox"/> Other
Visual Art Standard 4: Visual Art Appreciation	<input type="text" value="3/31"/> 31 Ongoing Assessment <input type="checkbox"/>				<input type="checkbox"/> Portfolio <input type="checkbox"/> Performance <input type="checkbox"/> Class Grade <input type="checkbox"/> Written Exam <input type="checkbox"/> Other

Your data has been saved for grade 3.

Confirms data has been saved.

	Date Assessed	Number of Students Assessed	Number of Students that Meet Standard	% of Students that Meet Standard	Type(s) of Assessments Administered
Visual Art Standard 1: Language of Visual Art	<input type="text" value="3/31"/> 31 Ongoing Assessment <input checked="" type="checkbox"/>	80	77	96.25%	<input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Performance <input type="checkbox"/> Class Grade <input type="checkbox"/> Written Exam <input type="checkbox"/> Other
Visual Art Standard 2: Visual Art History and Culture	<input type="text" value="3/31"/> 31 Ongoing Assessment <input type="checkbox"/>				<input type="checkbox"/> Portfolio <input type="checkbox"/> Performance <input type="checkbox"/> Class Grade <input type="checkbox"/> Written Exam <input type="checkbox"/> Other
Visual Art Standard 3: Visual Art Expression	<input type="text" value="1/26/2015"/> 31 Ongoing Assessment <input type="checkbox"/>	75	74	98.66%	<input type="checkbox"/> Portfolio <input type="checkbox"/> Performance <input type="checkbox"/> Class Grade <input type="checkbox"/> Written Exam <input checked="" type="checkbox"/> Other
Visual Art Standard 4: Visual Art Appreciation	<input type="text" value="3/31"/> 31 Ongoing Assessment <input type="checkbox"/>				<input type="checkbox"/> Portfolio <input type="checkbox"/> Performance <input type="checkbox"/> Class Grade <input type="checkbox"/> Written Exam <input type="checkbox"/> Other

Select Print to save a copy of the grade's submitted data. Select Next to proceed to the next grade.

Return to SSO

PDF

Status: Submitted

2014 - 2015

Your district status has changed to Submitted.

OK

Confirms that data met validation criteria and is ready for superintendent certification.

Grade 8

	Date Assessed	Number of Students Assessed	Number of Students that Meet Standard	% of Students that Meet Standard	Type(s) of Assessments Ad	
Art Standard 1: Language of Visual Art	<input checked="" type="checkbox"/> Ongoing Assessment	31	85	83	97.64%	<input checked="" type="checkbox"/> Portfolio <input type="checkbox"/> Performance <input type="checkbox"/> Cl
Art Standard 2: Visual Art History and Culture	<input type="checkbox"/> Ongoing Assessment	31				<input type="checkbox"/> Portfolio <input type="checkbox"/> Performance <input type="checkbox"/> Cl

Written Exam Other

The superintendent will then need to view each grade's data for accuracy. After that piece is completed, he or she will need to certify the report by clicking Certify.

Save Print Previous Submit **Certify**

Clicking Certify will complete the report

Purposes of Arts Assessments

- Assess and Align Student Learning Based on Oklahoma Academic Fine Arts Standards
- Provide Documentation of Student Learning
- Demonstrate Content and Process Knowledge
- Help Students Self-Assess

Criteria for Authentic Assessments

- Focus on Higher-order Thinking Skills and Application of Knowledge
- Integrate Subject Areas and Multiple Intelligences

Burke, Fogarty, Belgrad, 2002

Portfolio Assessment

- A portfolio is defined as a collection of items organized for a specific purpose and goal.
- In education, portfolios can be used to collect student work samples to provide evidence of what they have learned.

Performance Assessment

- Performance tasks relate knowledge to real-life applications. Students engage in a variety of integrated activities in order to achieve an end product.
- The task addresses standards and curricular goals and may involve whole-class, small-group or individual work.



Thank You

Glen Henry, Arts in Education Director
Office of Instruction
Oklahoma State Department of Education
Glen.Henry@sde.ok.gov
(405) 521-3034