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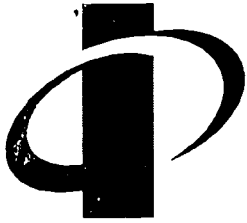
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ABSTRACT

This document outlines the proficiencies in the visual and performing arts that students should demonstrate for admission to the Oregon University System (OUS) of institutions beginning in the Fall of 2004. The Proficiency-based Admission Standards System (PASS) has identified six proficiency areas and the performance criteria for determining proficiency. The first four proficiencies focus on the ability to understand, interpret, and appreciate the arts. The fifth represents ability to exhibit skill in one of the four disciplines of the arts: drama, visual arts, music, and dance. The last describes ability to analyze artistic works. Students from Oregon public high schools may demonstrate proficiency by: (1) meeting designated scores on local tests and (2) producing work that is compiled into collections of evidence. Teachers evaluate this body of work by comparing it with the standards. Only one level of performance is described since assessors make a single judgment that the student's work does or does not meet the standards for admission. The standards also may be used by teachers to plan instruction and assessment for high school art students.

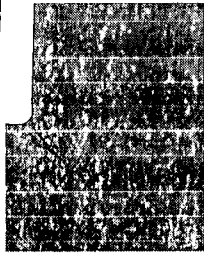
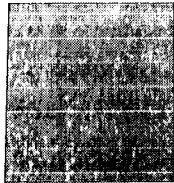
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Visual & Performing Arts *Proficiency Standards*

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Visual & Performing Arts

What PASS expects of students

The Proficiency-based Admission Standards System (PASS) has identified six proficiencies in the Visual and Performing Arts that students will have the option of demonstrating for admission to Oregon University System (OUS) institutions beginning in the fall of 2004. These proficiencies will become requirements for all applicants from Oregon public high schools beginning in the fall of 2005. The following pages outline the new standards, which are aligned with the Oregon Content Standards and with the benchmarks for the Certificates for Initial and Advanced Mastery (CIM and CAM) so that students can progress smoothly through the Oregon public education system.

How students demonstrate proficiency

To demonstrate proficiency, students will (1) meet designated scores on local tests and (2) produce work that will be compiled into collections of evidence. Teachers will evaluate the collections by comparing students' work to the standards and judging whether the collection shows sufficient evidence of proficiency. These teacher verifications of proficiency, much like final grades, are summary judgments, but they are focused on specific student capabilities, referenced to the standards, and validated by other assessors.

What you will find here

The following pages present the current PASS Proficiency Standards in the Visual and Performing Arts and answer the question "What should students know and be able to do?" The PASS standards are aligned with and complement the standards, scoring guides, and test specifications for the CIM and CAM. Because PASS standards are used for making verification judgments as well as for guiding curriculum, instruction, and assessment, they are organized around criteria for making judgments about proficiency. Each proficiency has a set of criteria for making assessment judgments. The criteria contain descriptions of proficient performance and address the question "How well should students perform?"

Contents

Page	Information	Uses
1	Proficiency Statements	<ul style="list-style-type: none">• describe proficiencies students must demonstrate for admission• used to understand learning targets and alignment with Oregon Content Standard Areas
2	Summary Charts for Determining Proficiency	<ul style="list-style-type: none">• present an overview of expectations for student learning• used to plan instruction and assessment
4	Guides for Verifying Proficiency	<ul style="list-style-type: none">• present proficiencies, criteria, and descriptions of proficient performance• used to evaluate collections of evidence and verify proficiency• can be used to build classroom scoring guides

Visual & Performing Arts

The six Visual and Performing Arts proficiency statements presented below have been developed and field tested through collaborative work involving Oregon high school teachers and university faculty. The proficiencies are derived from and referenced to national standards.

Proficiency Area	PASS Proficiency Statement	Aligned with Oregon Content Standards in These Areas *
A: Understand Elements, Principles, and Processes in the Arts	Understand the ways in which artists use elements, materials, technologies, artistic processes, and organizational principles in similar and distinctive ways in various art forms and disciplines.	Aesthetics and Art Criticism
B: Understand the Role of the Arts in Society	Understand the role the arts play in society and the ways in which the arts empower people to create images, artifacts, performances, and structures that manifest their beliefs, knowledge, social relationships, values, and skills.	Historical and Cultural Perspectives
C: Interpret Art from Various Cultures and Historical Periods	Interpret works of art from various historical periods, cultures, and peoples, analyzing the context in which they were created, the characteristics of the works, and the range of possible interpretations.	Historical and Cultural Perspectives
D: Appreciate the Arts	Understand the significance and potential contribution of the arts to the quality of one's life.	Aesthetics and Art Criticism
E: Exhibit Skill in One Discipline of the Arts: Drama, Visual Arts, Music, Dance	Exhibit skill and understanding in at least one form of the arts, defining and responding to artistic problems with insight, technical ability, and quality.	Create, Present and Perform
F: Analyze and Critique Artistic Works	Analyze and evaluate works of art and performances from functional, structural/formal, historical, and cultural perspectives, using defensible criteria and communicating effectively through writing, speaking, and expressive media.	Aesthetics and Art Criticism

The following chart summarizes *what students should know and be able to do* in the Visual and Performing Arts for admission to OUS institutions. Listed are the six proficiency areas to be assessed and the performance criteria for determining proficiency. The charts can be used as an introductory framework or as a planning tool, particularly for integrated assessment.

Proficiency Area	Criteria:	Students demonstrate the ability to...
A: Understand Elements, Principles, and Processes in the Arts	A1: Understanding of Creative Processes	→ <i>Understand and use creative processes within various disciplines and forms of the arts.</i>
	A2: Understanding of Design Elements and Principles	→ <i>Recognize, understand, and use concepts, elements, and principles that are common across various disciplines and forms of the arts.</i>
	A3: Artistic Literacy	→ <i>Communicate about various art forms or disciplines of the arts.</i>
B: Understand the Role of the Arts in Society	B1: Examination of the Arts in Society	→ <i>Understand the roles of the arts in empowering people and enriching their lives.</i>
	B2: Examination of Influences of Society on the Arts	→ <i>Understand how assumptions, values, organizations, and conditions of societies influence artistic creations.</i>
	B3: Examination of Influences of the Arts on Society	→ <i>Understand how the arts influence, shape, and are used to change or preserve societies.</i>
C: Interpret Art from Various Cultures and Historical Periods	C1: Understanding of Artistic Context	→ <i>Understand the historical, cultural, creative, and/or personal context in which a work of art was created.</i>
	C2: Recognition of Multiple Social/Cultural Perspectives	→ <i>Recognize multiple social/cultural perspectives in the arts, within an artistic work, or in varied responses to an artistic work.</i>
	C3: Knowledge of Artists, Works, and Movements	→ <i>Recognize exemplary works, artists, movements, and historical developments in the arts.</i>
D: Appreciate the Arts	D1: Recognition of Personal Meaning	→ <i>Recognize the significance of experiences with the arts and of personal connections to an artistic work.</i>
	D2: Representation of Personal Aesthetics	→ <i>Communicate conceptions of what is artistically valid or valued.</i>
E: Exhibit Skill in One Discipline of the Arts <ul style="list-style-type: none"> • Drama • Visual Arts • Music • Dance 		Criteria are identified separately for each discipline of the arts (see next page).

Proficiencies A-D (shown at left) represent the ability to understand, interpret, and appreciate the Arts; Proficiency E (shown below) represents the ability to exhibit skill in one of four disciplines of the arts. Proficiency F describes the ability to analyze artistic works.

<ul style="list-style-type: none"> Dramatic Arts and Media 	E1: Development of a Vision	→ <i>Develop and present an image or idea that serves as the basis for artistic choices.</i>
	E2: Communication of Purpose	→ <i>Communicate a central purpose throughout a dramatic performance or product.</i>
	E3: Interpretation	→ <i>Make and develop stylistic choices consistent with historical, cultural, social, and artistic factors.</i>
	E4: Implementation	→ <i>Use effective process to develop and present a dramatic performance or product.</i>
	E5: Presentation	→ <i>Communicate interactively with an audience through a dramatic performance or product.</i>
<ul style="list-style-type: none"> Visual Arts and Design 	E1: Artistic Content	→ <i>Create work which achieves expressive meaning in response to artistic problems.</i>
	E2: Design and Composition	→ <i>Make informed design decisions and achieve effective composition.</i>
	E3: Technical Resolution	→ <i>Demonstrate technical skill and craftsmanship.</i>
	E4: Artistic Process	→ <i>Use effective processes to understand, respond to, and reflect upon artistic problems.</i>
	E5: Exhibition	→ <i>Develop and present artistic work for a public audience.</i>
<ul style="list-style-type: none"> Music 	E1: Quality of Sound	→ <i>Use appropriate sound production; blend and balance (in ensembles); and accurate intonation.</i>
	E2: Technique	→ <i>Use correct rhythms and pitches; execution (control) of dynamics; and articulation.</i>
	E3: Musicality	→ <i>Use an expression and style of interpretation that is appropriate to the composer's intent, including: tempo, phrasing and dynamics.</i>
	E4: Performance	→ <i>Perform music for a public audience.</i>
<ul style="list-style-type: none"> Dance 	E1: Choreography	→ <i>Choreograph and present an original work for a public performance.</i>
	E2: Presentation	→ <i>Reconstruct a dance work for presentation.</i>
	E3: Technical Competence	→ <i>Demonstrate technical competence in one or more dance styles.</i>
	E4: Performance	→ <i>Rehearse and publicly perform dance works in a group or as a soloist.</i>
	E5: Reflection	→ <i>Reflect on the creation or performance of dance.</i>
<ul style="list-style-type: none"> F: Analyze and Critique Artistic Works 	F1: Examination of Audience Responses	→ <i>Examine how an artistic work affects an audience; relate audience responses to the artist's/performer's creative choices.</i>
	F2: Critical Interpretation	→ <i>Analyze and interpret works of art, using varied critical approaches and perspectives.</i>
	F3: Critical Evaluation	→ <i>Critique and evaluate works of art.</i>
	F4: Communication of Responses to the Arts	→ <i>Communicate artistic responses, interpretations, and evaluations.</i>

How the guides are organized

The following pages contain guides for making summary judgments about students' proficiency. The guides are organized by the proficiency statements and criteria, which are presented at the top of each guide. Within the guide are descriptions of proficient performance developed by PASS high school and university partners and field tested during classroom instruction, assessment, and verification processes. Currently, only one level of performance (proficient) is described, since assessors make a single judgment that student collections of evidence either *meet* or *do not meet* the standards for admission. Eventually, advanced performance levels will also be identified for use in determining readiness for advanced standing in OUS institutions.

How the guides are used to judge collections of evidence

To be judged proficient, students need to demonstrate through collections of evidence that they can do what the proficiency expects. Assessors may:

- focus on the proficiency statement at the top of the guide for making a holistic judgment about proficiency;
- focus on the criteria statements of what "students demonstrate the ability to do" to guide more analytical judgments; or
- use the descriptions of proficient performance for more detailed analysis of student collections. While students do not need to demonstrate every descriptive statement in the guide, they should present evidence that they can perform at the level suggested by the descriptions.

How the guides can be used in the classroom

Teachers may also use the guides as the basis for developing classroom and task-specific scoring guides. To do so, they select appropriate criteria from one or more proficiencies, “cut and paste” descriptions which apply, translate descriptions to fit the assessment context, and in some cases develop multiple levels of performance. Final verification judgments, however, should be based on the summary guides as they appear in the PASS Standards.

How the guides are formatted

The diagram below highlights the information found in the guides and their general format.

<p>Content Area Proficiency Title</p>	<p>→ Proficiency Statement - describes the complex capability that students must demonstrate and which teachers verify</p>
	<p>→ Criteria - headings for organizing the guide and statements of what “students demonstrate the ability to do;” used by teachers as the basis for verification judgments</p>
	<p>→ Descriptions of Proficient Performance - statements that describe what proficient (and later advanced) performance might look like for each of the criteria; used as a reference for teachers in developing curriculum, instruction, assessment, and in verifying proficiency</p>

ARTS Proficiency A: Understand the ways in which artists use elements, materials, technologies, artistic processes, and organizational principles in similar and distinctive ways in various art forms and disciplines.*

Criteria	A1: Understanding of Creative Processes	A2: Understanding of Design Elements and Principles	A3: Artistic Literacy
Students demonstrate the ability to ...	<p>→ Understand and use creative processes within various art forms or disciplines.*</p>	<p>→ Recognize, understand, and use concepts, elements, and principles that are common across various art forms or disciplines.*</p>	<p>→ Communicate about various art forms or disciplines.*</p>
Advanced Performance	<ul style="list-style-type: none"> identifies and discusses the creative processes used by artists in various art forms and disciplines explains the expressive and communicative relationships between artists/performers and audiences in various art forms or disciplines uses and explains creative processes in a variety of art forms or disciplines creates and explains original work which connects and uses two or more forms or disciplines of the arts 	<ul style="list-style-type: none"> identifies design elements which are common across various art forms or disciplines (e.g. line, form, space, shape, texture, rhythm, value, etc.) and discusses/uses them in example works identifies design principles which are common across various art forms or disciplines (e.g. unity, variety, repetition, contrast, etc.) and discusses/uses them in example works compares and contrasts works from a variety of art forms or disciplines in terms of their design elements and principles uses design terminology correctly as it applies within and across various art forms or disciplines 	<ul style="list-style-type: none"> informatively discusses example works in more than one art form or discipline, considering the vocabularies, tools, techniques and thinking of the various forms or disciplines expresses self and creates/performs finished work in more than one art form or discipline recognizes and discusses manifestations and influences of various art forms or disciplines in his/her world discusses and defends selected works (from several forms or disciplines) as "art," using understanding of creative processes, design elements and principles, and concepts which commonly define the arts
Proficient Performance	<ul style="list-style-type: none"> identifies and discusses the creative processes used by artists in various art forms and disciplines explains the expressive and communicative relationships between artists/performers and audiences in various art forms or disciplines uses and explains creative processes in a variety of art forms or disciplines creates and explains original work which connects and uses two or more forms or disciplines of the arts 	<ul style="list-style-type: none"> identifies design elements which are common across various art forms or disciplines (e.g. line, form, space, shape, texture, rhythm, value, etc.) and discusses/uses them in example works identifies design principles which are common across various art forms or disciplines (e.g. unity, variety, repetition, contrast, etc.) and discusses/uses them in example works compares and contrasts works from a variety of art forms or disciplines in terms of their design elements and principles uses design terminology correctly as it applies within and across various art forms or disciplines 	<ul style="list-style-type: none"> informatively discusses example works in more than one art form or discipline, considering the vocabularies, tools, techniques and thinking of the various forms or disciplines expresses self and creates/performs finished work in more than one art form or discipline recognizes and discusses manifestations and influences of various art forms or disciplines in his/her world discusses and defends selected works (from several forms or disciplines) as "art," using understanding of creative processes, design elements and principles, and concepts which commonly define the arts

*Note: Proficiency A stresses comparative literacy in the arts, which might be developed and demonstrated within a particular art discipline (dance, drama, music, visual arts, etc.) by studying and comparing various art forms (e.g., in visual arts: drawing, painting, sculpture, photography, etc.) or within a cross-disciplinary humanities approach, by studying and comparing various art disciplines. Thus, in the criteria and descriptors, there are options to involve either art forms or disciplines in comparative or creative work.

ARTS Proficiency B:

Understand the role the arts play in society and the ways in which the arts empower people to create images, artifacts, performances, and structures that manifest their beliefs, knowledge, social relationships, values, and skills.

Criteria	B1: Examination of the Arts in Society → Understand the roles of the arts in empowering people and enriching their lives.	B2: Examination of Influences of Society on the Arts → Understand how assumptions, values, organizations, and conditions of societies influence artistic creations.	B3: Examination of Influences of the Arts on Society → Understand how the arts influence, shape, and are used to change or preserve societies.
Students demonstrate the ability to ...			
Advanced Performance Proficient Performance	<ul style="list-style-type: none"> uses specific examples (historical and/or contemporary) to illustrate how the arts have empowered people to express themselves and create images, artifacts, performances, works, and structures uses specific examples (historical and/or contemporary) to illustrate how the arts have enriched peoples' experiences within a society or culture expresses personal understanding of the importance of the arts in society 	<ul style="list-style-type: none"> interprets a selected society or culture (its assumptions, values, relationships, etc.) and its influences upon art work created within the society or culture analyzes how an artistic work(s) reflects or reacts to needs, beliefs, and trends in a society or culture draws and communicates general conclusions about the ways in which artists and their art reflect or react to society and culture 	<ul style="list-style-type: none"> interprets a selected society or culture and the ways in which art has influenced and shaped its development identifies significant social/cultural themes and commentary represented in an artistic work(s), interpreting how they are developed in the work(s) identifies how an artistic work(s) is connected to social/cultural change or preservation draws and communicates general conclusions about the ways in which artists and their art influence or comment upon society and culture

ARTS Proficiency C: Interpret works of art from various historical periods, cultures, and peoples, analyzing the context in which they were created, the characteristics of the works, and the range of possible interpretations.

Criteria	C1: Understanding of Artistic Context	C2: Recognition of Multiple Social/Cultural Perspectives	C3: Knowledge of Artists, Works, and Movements
Students demonstrate the ability to ...	<p>→ Understand the historical, cultural, creative, and/or personal context in which a work of art was created.</p>	<p>→ Recognize multiple social/cultural perspectives in the arts, within an artistic work, or in varied responses to an artistic work.</p>	<p>→ Recognize exemplary works, artists, movements, and historical developments in the arts.</p>
Advanced Performance	<ul style="list-style-type: none"> identifies the historical, cultural, social, biographical, intellectual, or artistic context in which a work(s) of art was created accurately researches and presents information pertaining to the contextual background of a work(s) of art distinguishes and interprets significant contextual influences on an artist(s) and artistic work(s) 	<ul style="list-style-type: none"> acknowledges multiple viewpoints within or among societies and cultures, as represented in artistic work(s) analyzes the ways social/cultural perspective or personal point of view influence an artist's work recognizes and discusses varied perceptions of and responses to an artistic work(s) caused by the social, cultural, historical, or personal perspectives of its audiences recognizes artistic forms, styles, and/or qualities which are characteristic of work created within various cultures and/or historical periods interprets works of art from various historical periods, cultures, peoples, and artists in relation to the context in which they were created 	<ul style="list-style-type: none"> demonstrates general knowledge of the historical development of various art forms or disciplines demonstrates knowledge of landmark works and artists in various art forms or disciplines recognizes and interprets examples of influential artistic movements, schools, or styles within a selected art discipline recognizes and interprets significant works from various historical periods, cultures, peoples, and artists within a selected art discipline
Proficient Performance			

ARTS Proficiency D:

Understand the significance and potential contribution of the arts to the quality of one's life.

Criteria	D1: Recognition of Personal Meaning	D2: Representation of Personal Aesthetics	
Students demonstrate the ability to ...	<p>→ Recognize the significance of experiences with the arts and of personal connections to artistic work.</p>	<p>→ Communicate conceptions of what is artistically valid or valued.</p>	
Advanced Performance	<ul style="list-style-type: none"> reflects discovery of personal meaning in the creation or interpretation of artistic work makes clear and specific references to aspects of artistic work which are personally meaningful makes clear and specific references to personal experiences, discoveries, or views in relation to artistic work extends beyond personal connections and experiences to apply understandings gained from artistic work more broadly discusses and analyzes personal reactions to artistic work in relation to personal experiences and views articulates discoveries about self, life, and/or the world which have been shaped by artistic work or by experiences with the arts represents, communicates, or alludes to connections between selected artistic work and her/his own work 	<ul style="list-style-type: none"> communicates (through discussion, examples, and/or original work) a personal conception of what is artistically valid or valued uses personal aesthetics to distinguish and respond to works of art which are personally valued represents the ways in which the arts contribute to and enrich her/his life 	
Proficient Performance			

ARTS
Proficiency E: (Drama)
 Exhibit skill and understanding in at least one form of the arts, defining and responding to artistic problems with insight, technical ability, and quality.
 (Dramatic Arts and Media)

Criteria	E1: Development of a Vision	E2: Communication of Purpose	E3: Interpretation
Students demonstrate the ability to ...	<p>→ <i>Develop and present an image or idea that serves as the basis for artistic choices.</i></p> <ul style="list-style-type: none"> identifies, develops, and presents a central idea(s) or image(s) which serves as the basis for artistic choices connects the idea or image to a larger context (social, cultural, artistic, thematic) makes stylistic choices (design and technical areas) which are consistent with the idea or image develops a cohesive core in characterizations (acting, directing, and play writing) which is consistent with the idea or image develops patterns and motifs which reflect, communicate, and enrich the idea or image 	<p>→ <i>Communicate a central purpose throughout a dramatic performance or product.</i></p> <ul style="list-style-type: none"> identifies a purpose for the development of a dramatic product or performance describes and characterizes a particular audience for whom the product or performance is developed demonstrates an intention to communicate through a dramatic form selects dramatic forms and makes stylistic and interpretive choices consistent with identified vision, purpose, audience, and intentions communicates purpose throughout a dramatic performance or product 	<p>→ <i>Make and develop stylistic choices consistent with historical, cultural, social, and artistic factors.</i></p> <ul style="list-style-type: none"> presents a consistent historical perspective in design, acting, directing, play writing, etc. considers cultural, social, and artistic factors in developing a dramatic interpretation applies a consistent acting technique and performance style appropriate to the genre, work, vision, and purpose develops a consistent mood in a production or performance uses the "language" of the dramatic medium consistently
Advanced Performance			
Proficient Performance			

ARTS
Proficiency
E: (Drama)

Exhibit skill and understanding in at least one form of the arts, defining and responding to artistic problems with insight, technical ability, and quality.
 (Dramatic Arts and Media)

Criteria	E4: Implementation	E5: Presentation
Students demonstrate the ability to ...	<p>→ Use effective process to develop and present a dramatic performance or product.</p> <ul style="list-style-type: none"> • develops processes to implement the vision and interpretation of a dramatic work or presentation • conceives and carries out a creative implementation process from ideation to production • follows processes consistent with conventions of the theater or the chosen medium • reflects, monitors, assesses, and adjusts within the stages of a creative implementation process • rehearses, revises, and improves the design, interpretation, product, or performance • Tech design: develops designs that use visual elements to convey environments which clearly support the vision; uses designs as blueprints for implementation • Stage craft applies technical knowledge to safely create functional scenery and properties, lighting, sound, costumes, and makeup • Acting/performing: (a) analyzes the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media; (b) compares, demonstrates, and uses various classical & contemporary acting/performing techniques and methods; (c) in an ensemble, creates and sustains characters that communicate with audiences 	<p>→ Communicate interactively with an audience through a dramatic performance or product.</p> <ul style="list-style-type: none"> • considers the nature, needs, and characteristics of an audience in developing a dramatic product or performance • considers the nature and characteristics of the environment in which the performance will occur and be received • develops and manages a production which is sensitive to the audience's experience • presents a product or performance that can be effectively experienced and received by the audience (e.g., set, lighting, vocal projection and technique, movement, timing, etc.) • engages the audience interactively • exhibits quality, craftsmanship, and artistry in public performances • collaboratively contributes to the success of an ensemble dramatic performance presented in a public forum • views, reviews, and evaluates performances from the audience's perspective
Advanced Performance		
Proficient Performance		

<p>ARTS Proficiency E: (Visual)</p>	<p>Exhibit skill and understanding in at least one form of the arts, defining and responding to artistic problems with insight, technical ability, and quality. (Visual Arts and Design)</p>		
<p>Criteria Students demonstrate the ability to ...</p>	<p>E1: Artistic Content → Create work which achieves expressive meaning in response to artistic problems.</p>	<p>E2: Design and Composition → Make informed design decisions and achieve effective composition.</p>	<p>E3: Technical Resolution → Demonstrate technical skill and craftsmanship.</p>
<p>Advanced Performance</p>	<ul style="list-style-type: none"> • responds effectively to the parameters, constraints, and opportunities of an artistic problem (given or self-defined) • considers purpose and function in developing a design solution • achieves expressive meaning through use of unifying concepts or images • demonstrates insight, originality, creativity, ingenuity in developing an expressive work(s) • explains the ideas, concepts, and/or images which give meaning to an expressive work(s) 	<ul style="list-style-type: none"> • makes and carries out design decisions which demonstrate a basic understanding of design theory • makes and carries out design decisions which work effectively in the chosen media • unifies an expressive work(s) through imagery, pattern, and thoughtful use of design elements • uses and varies form, line, shape, texture, color, value, or space (elements of design) to develop interest and strength • uses positive-negative space and figure-ground relationships to achieve effective composition • uses contrast, variety, emphasis, rhythm, repetition, balance, or proportion (principles of design) to create visual interest and movement • explains and evaluates his/her work in terms of design concepts and decisions, applying understanding of elements and principles and using terms correctly 	<ul style="list-style-type: none"> • demonstrates basic skill in the processes necessary to respond to an artistic problem (given or self-defined) • demonstrates competence and control in the processes and techniques particular to a chosen medium • uses materials, tools, and techniques safely and correctly • demonstrates quality craftsmanship in the technical production of an expressive work(s) • achieves quality craftsmanship in the final presentation of an expressive work • correctly explains processes and techniques for producing finished work in a chosen medium
<p>Proficient Performance</p>			

ARTS Proficiency E: (Visual)
 Exhibit skill and understanding in at least one form of the arts, defining and responding to artistic problems with insight, technical ability, and quality.
 (Visual Arts and Design)

Criteria	E4: Artistic Process	E5: Exhibition	
Students demonstrate the ability to ...	<p>→ <i>Use effective processes to understand, respond to, and reflect upon artistic problems.</i></p> <ul style="list-style-type: none"> studies the parameters, constraints, and possibilities of an artistic problem (given or self-defined) and initiates a response conceives and carries out a creative process from conception to production of a finished work(s) balances planning and discovery, focus and flexibility in an artistic process willingly seeks and accepts critical responses, rethinking, adjusting, and revising in response to discoveries, suggestions, and feedback during an artistic process uses time and resources effectively within an artistic process works effectively as an individual and as part of a group to complete artistic processes reflects upon and assesses the products created within an artistic process reviews and reflects upon the stages and experiences of an artistic process 	<p>→ <i>Develop and present artistic work for a public audience.</i></p> <ul style="list-style-type: none"> identifies and considers an audience in the development and presentation of an expressive work(s) creates work which can be effectively exhibited and viewed in a public space carefully and skillfully prepares a work(s) for public exhibition demonstrates awareness of the relationships between art and an environment in which it is exhibited displays work effectively in a public space or forum 	
Advanced Performance Proficient Performance			

ARTS Proficiency E: (Music)
 Exhibit skill and understanding in at least one form of the arts, defining and responding to artistic problems with insight, technical ability, and quality.
 (Music)

Criteria	E1: Quality of Sound	E2: Technique	E3: Musicality
Students demonstrate the ability to ...	<p>→ Use appropriate sound production; blend and balance (in ensembles); and accurate intonation.</p>	<p>→ Use correct rhythms and pitches; execution (control) of dynamics; and articulation.</p>	<p>→ Use an expression and style of interpretation that is appropriate to the composer's intent, including: tempo, phrasing and dynamics.</p>
Advanced Performance	<ul style="list-style-type: none"> • uses excellent tone most of the time, correcting individual problems presented by demanding musical passages • uses consistent and well controlled tonal color, focus and timbre • achieves tonal clarity most of the time • tunes instrument accurately • uses consistent melodic and harmonic intonation • establishes and maintains blend and balance 	<ul style="list-style-type: none"> • maintains rhythmic accuracy and precision • controls pulse and tempo • correctly interprets rhythms • uses well-developed articulation/bowing technique • concentrates and responds to director accurately and appropriately 	<ul style="list-style-type: none"> • uses consistent style and tempo, accurately interpreting the composer's intent • uses uniform and consistent phrasing throughout the passage • shapes and contours phrases and passages with naturally expressive communication • creates a free flowing performance through the use of accents, stress, rubato and flexibility in phrasing
Proficient Performance			

ARTS Proficiency E: (Music)
 Exhibit skill and understanding in at least one form of the arts, defining and responding to artistic problems with insight, technical ability, and quality.
 (Music)

Criteria	E4: Performance		
Students demonstrate the ability to ...	<p>→ Perform music for a public audience.</p>		
<p>Advanced Performance</p> <p>Proficient Performance</p>	<ul style="list-style-type: none"> plans, rehearses, and prepares for a public musical performance (solo or ensemble) works responsibly and effectively with others in preparing for a public musical performance considers the nature of the musical composition, the performance environment, and the audience in preparing for and performing a public musical performance performs with skill, control, and expressiveness for a public audience reflects upon and evaluate public musical performances (one's own and others') 		

ARTS Proficiency E: (Dance)
 Exhibit skill and understanding in at least one form of the arts, defining and responding to artistic problems with insight, technical ability, and quality.
 (Dance)

Criteria	E1: Choreography → <i>Choreograph and present an original work for a public performance.</i>	E2: Presentation → <i>Reconstruct a dance work for presentation.</i>	E3: Technical Competence → <i>Demonstrate technical competence in one or more dance styles.</i>
Students demonstrate the ability to ...	<ul style="list-style-type: none"> • understands the elements and principles of design, space, time • demonstrates imagination in applying principles of composition • employs consistent stylistic choices • demonstrates clear expression of the overriding image or idea of a piece 	<ul style="list-style-type: none"> • transcribes the work accurately from the original source (video, notation, notes, film) • demonstrates understanding of the original style • communicates an insightful interpretation of the work 	<ul style="list-style-type: none"> • exhibits evidence of technical training beyond beginning level of work • articulates clear understanding of vocabulary in chosen dance style(s)
Advanced Performance			
Proficient Performance			

ARTS Proficiency E: (Dance)
 Exhibit skill and understanding in at least one form of the arts, defining and responding to artistic problems with insight, technical ability, and quality.
 (Dance)

Criteria	E4: Performance	E5: Reflection	
Students demonstrate the ability to ...	<p>→ Rehearse and publicly perform dance works in a group or as a soloist.</p>	<p>→ Reflect on the creation or performance of dance.</p>	
<p>Advanced Performance</p> <p>Proficient Performance</p>	<ul style="list-style-type: none"> • plans, rehearses, and prepares for a public dance performance (solo or ensemble) • works responsibly and effectively with others in preparing for a public dance performance • considers the nature of the dance composition and choreography, the performance environment, and the audience in preparing for and performing a public dance performance • demonstrates the ability to communicate through dance to a public audience • exhibits technical skill appropriate for the public performance • demonstrates an interest in improving the dance performance 	<ul style="list-style-type: none"> • reflects on and evaluates public dance performances (one's own and others') • articulates clearly ideas and feelings about the performance experience • assesses technical and artistic merit of chosen work and performance • demonstrates an understanding of dance as an art form 	

ARTS Proficiency F:

Analyze and evaluate works of art and performances from functional, structural/formal, historical, and cultural perspectives, using defensible criteria and communicating effectively through writing, speaking, and expressive media.

Criteria	F1: Examination of Audience Responses	F2: Critical Interpretation	F3: Critical Evaluation
Students demonstrate the ability to ...	<p>→ Examine how an artistic work affects an audience; relate audience responses to the artist's/performer's creative choices.</p>	<p>→ Analyze and interpret works of art, using varied critical approaches and perspectives.</p>	<p>→ Critique and evaluate works of art.</p>
Advanced Performance	<ul style="list-style-type: none"> describes and explains personal responses to a work(s) of art, extending beyond initial observations and general opinions investigates and considers the responses of other audiences, and compares them to personal responses examines creative choices made within a work(s), and relates them to audience responses discusses specific aspects, examples, and details from a work(s) in analyzing its effects on an audience(s) develops supported inferences about relationships between a work(s) of art and its audience(s) 	<ul style="list-style-type: none"> recognizes the intended function or purpose of a functional work(s) of art and analyzes how well it works studies and comments upon the formal, representational, and/or expressive qualities of a work(s) of art analyzes and interprets a work(s) of art within the historical, cultural, and artistic context in which it was created analyzes and interprets a work(s) of art using an established and appropriate approach to criticism (specific to the particular art discipline) correctly uses concepts and terminology particular to a chosen critical approach and art discipline 	<ul style="list-style-type: none"> establishes clear and defensible criteria for critiquing and evaluating an artistic work(s) supports critical judgments with specific evidence from the work(s) and/or the reasoned evaluations of other critics uses criteria and sound critical analysis to evaluate own work and the work of other artists/performers (both works in progress and final works)
Proficient Performance	<ul style="list-style-type: none"> describes and explains personal responses to a work(s) of art, extending beyond initial observations and general opinions investigates and considers the responses of other audiences, and compares them to personal responses examines creative choices made within a work(s), and relates them to audience responses discusses specific aspects, examples, and details from a work(s) in analyzing its effects on an audience(s) develops supported inferences about relationships between a work(s) of art and its audience(s) 	<ul style="list-style-type: none"> recognizes the intended function or purpose of a functional work(s) of art and analyzes how well it works studies and comments upon the formal, representational, and/or expressive qualities of a work(s) of art analyzes and interprets a work(s) of art within the historical, cultural, and artistic context in which it was created analyzes and interprets a work(s) of art using an established and appropriate approach to criticism (specific to the particular art discipline) correctly uses concepts and terminology particular to a chosen critical approach and art discipline 	<ul style="list-style-type: none"> establishes clear and defensible criteria for critiquing and evaluating an artistic work(s) supports critical judgments with specific evidence from the work(s) and/or the reasoned evaluations of other critics uses criteria and sound critical analysis to evaluate own work and the work of other artists/performers (both works in progress and final works)

ARTS Proficiency F:
Analyze and evaluate works of art and performances from functional, structural/formal, historical, and cultural perspectives, using defensible criteria and communicating effectively through writing, speaking, and expressive media.

Criteria	F4: Communication of Responses to the Arts*		
Students demonstrate the ability to ...	→ <i>Communicate artistic responses, interpretations, and evaluations.</i>		
Advanced Performance	<ul style="list-style-type: none"> establishes a focus, organizing plan, and set of ideas for responding to, interpreting, or critiquing a work(s) of art unifies and organizes an interpretive response to achieve a focused and coherent argument, explanation, creation, or performance expresses interpretive responses and evaluations clearly and evocatively so that they can be understood by others refers and/or alludes specifically to aspects of a selected work(s) in developing an interpretive response or evaluation responsibly uses, integrates, and cites researched information in developing an interpretive response or evaluation 		
Proficient Performance			

* Note: Interpretive responses to works of art might be communicated through written, oral, or visual presentations, evaluative arguments or essays, interpretive performances, or original creations. The descriptors of proficient performance should be interpreted, adapted, and applied as appropriate for the particular way of communicating a response.

This is one of seven PASS publications that outline the knowledge and skills students need to have to be admitted into the Oregon University System. There are separate booklets for each of the six content areas:

- Mathematics
- English
- Science
- Social Science
- Second Languages
- Visual and Performing Arts

The overview booklet, "Proficiency Standards," contains summary charts of criteria for all six content areas. To obtain the publications, visit the PASS web site at <http://pass-ous.uoregon.edu>, or phone (541) 346-5799 or (800) 961-PASS.

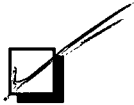


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