

**OAC Arts Education Leadership Project Grant
Regional Arts & Culture Council
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Arts Curriculum Frameworks - MULTIMEDIA

Introduction

Beginning in March 2003, RACC conducted a survey of the school districts in its service area. We asked if the districts have compiled arts curriculum frameworks; if so, we requested a copy. If the district had not compiled an arts curriculum framework, we asked if the district plans to compile one by a selected deadline, or if there is no arts curriculum planned.

Of the 35 school districts which RACC serves, fifteen submitted documentation of their current arts curricula. Nine districts responded by explaining they have no arts curriculum developed as yet. Three of these districts plan on developing their arts curriculum next year. One district has no budget to do any further work on their arts curriculum, although they have had preliminary meetings.

This publication is a compilation of the curriculum frameworks that have been submitted by RACC's service area school districts.

Thanks to:

Melissa Donner

Mary Magee

ArtsEdNet (<http://www.getty.edu/artsednet/resources/Scope/grid.html>)

Beaverton S.D.

Canby S.D.

Centennial S.D.

David Douglas S.D.

Forest Grove S.D.

Gresham-Barlow S.D.

Hillsboro S.D.

Jewel S.D.

Lake Oswego S.D.

Oregon City S.D.

Oregon Trail S.D.

Riverdale S.D.

Vernonia S.D.

West Linn-Wilsonville S.D.

Multimedia

Multimedia and Integration of Art Forms

Grades K-3

Use art forms in combination (e.g., the design and painting of back drops for skits, ways to incorporate dance movements into singing performances, how to listen to music and paint images to represent what is heard and felt).

Integrate the arts with other subject areas and disciplines.

Grades 4-12

Use art forms in combination (e.g., the design and painting of back drops for skits, ways to incorporate dance movements into singing performances, how to listen to music and paint images to represent what is heard and felt).

Integrate the arts with other subject areas and disciplines.

Use technological tools to create and/or manipulate works of art.

Identify personal preferences and their relationship to artistic elements and principles.

Use the elements and principles to describe works.

Verbalize personal ideas and feelings connected with experiencing works.

Infer the artist's goal, message or point of view from work.

Evaluate the use of elements and principles in works.