

OREGON ARTS AND ETHNIC STUDIES STANDARDS CROSSWALK



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“To create a work of art is to choose a specific story to share – perhaps to reveal or highlight a particular truth in the world.”

-Marit Dewhurst, Teachers Bridging Difference, Exploring Identities Through Art

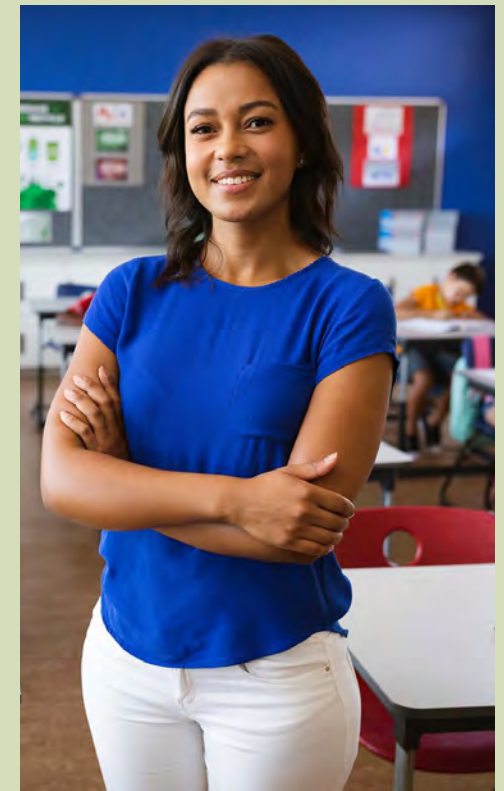
This resource highlights connections for educators between the Oregon Arts Standards and the Social Science Standards Integrated with Ethnic Studies, to assist in planning curriculum that integrates the arts and social sciences.

Oregon’s new [2021 Social Science Standards Integrated with Ethnic Studies](#) and the [Oregon Arts Standards](#) have many natural connections. Both emphasize the importance of exploring and celebrating diverse cultures and the experiences of different people, including the study of histories, languages, art, and cultural traditions of various racial, religious, and ethnic groups across time. By integrating these subjects, students gain a deeper understanding and appreciation of the rich variety of human experiences, fostering greater cultural awareness and empathy. Learning in these subjects helps to open students’ minds and see and experience different perspectives promoting social justice learning and action, equity, and antiracist behavior in schools.

This resource aims to strengthen connections between the arts and social sciences subjects in content developed and utilized in Oregon classrooms across the K-12 grades. Utilize this crosswalk to help plan lessons and units that integrate both sets of standards. Each grade band lists one grade as an example; additional connections can be found between standards at each grade level from K-12 by consulting the [2021 Social Science Standards Integrated with Ethnic Studies](#) and [Oregon Arts Standards](#).

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Arts and Ethnic Studies Integrated Social Science Standards Crosswalk

GRADES K-2 STANDARDS EXAMPLE

Integrated Ethnic Studies	Dance	Media Arts	Music	Theatre	Visual Arts
<p>1.13 Examine and understand your own self, family, school, and the local community.</p> <p>1.14 Identify and explain the perspectives of racial, ethnic, and social groups in our community on local issues including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano/a, Latino/a, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups.</p>	<p>1ST DA.10.CO1.1 1. Share a personal experience and express it through dance movement.</p> <p>1ST DA.11.CO2.1 1. Watch and/or perform a dance from a different culture and discuss or demonstrate the type of movement danced.</p> <p>1ST DA.9.RE3.1 1. Identify several movements in a dance and describe the characteristics that make the movements interesting. 2. Talk about why they were chosen.</p>	<p>1ST MA.4.PR1.1 1. Combine varied academic, arts, and media content in media artworks, such as an illustrated story.</p> <p>1ST MA.7.RE1.1 1. Identify components and messages in media artworks.</p> <p>1ST MA.8.RE2.1 1. With guidance, identify the meanings of a variety of media artworks.</p>	<p>1ST MU.11.CO2.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>1. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.</p> <p>2. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p> <p>4. With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.</p>	<p>1ST TH.9.RE3.1 1. Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama). 3. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>1ST TH.11.CO2.1 1. Identify similarities and differences in stories from one's own community in a guided drama experience (e.g., process drama, story drama, creative drama). 2. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>1ST VA.1.CR1.1 1. With support, develop an idea for an artwork based on a theme (e.g. personal or family story). 2. Use observation and investigation to make a work of art.</p> <p>1ST VA.11.CO2.1 1. Understand that people from different places and times have made art for a variety of reasons. 2. Discuss how artworks and ideas relate to everyday and cultural life.</p>

GRADES 3-5 STANDARDS EXAMPLE

Integrated Ethnic Studies	Dance	Media Arts	Music	Theatre	Visual Arts
<p>4.12 Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the impact of acculturation and the ongoing perseverance and exercise of tribal sovereignty of Native Americans</p> <p>4.13 Identify and explain how discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon</p>	<p>4TH DA.7-8.RE1-2.4 1. Use elements of dance to decipher meaning in an observed dance from one or more genres or cultures.</p> <p>4TH DA.10.CO1.4 1. Relate the main idea or content in a dance to one's own experiences. 2. Explain how the main idea of a dance is similar to or different from one's own experiences, ideas, or perspectives.</p>	<p>4TH MA.10.CO1.4 1. Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.</p> <p>4TH MA.11.CO2.4 1. Explain verbally and/or in media artworks, how media artworks and ideas relate to everyday and cultural life, such as fantasy and reality, and technology use. 2. Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness.</p>	<p>4TH MU.1.CR1.4 1. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). 2. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.</p> <p>4TH MU.5.RE1.4 1. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 2. Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).</p>	<p>4TH TH.8.RE2.4 1. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work. 2. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives. 3. Identify and discuss physiological changes connected to emotions in drama/ theatre work.</p> <p>4TH Th.10.CO1. 4 1. Identify the ways drama/ theatre work reflects the perspectives of a community or culture.</p>	<p>4TH VA.2.CR2.4 3. Document, describe, and represent regional/ state environments and histories.</p> <p>4TH VA.5.PR2.4 1. Compare and contrast how art exhibited in and outside of school in museums, galleries, and other venues, including virtual spaces, contributes to the community and personal experience. 2. Identify and explain how and where different cultures record and illustrate stories and history of life through art.</p>

GRADES 6-8 STANDARDS EXAMPLE

Integrated Ethnic Studies	Dance	Media Arts	Music	Theatre	Visual Arts
<p>7.4 Analyze the origins, and influence of historical documents, philosophies, religious systems and values, on the development of modern governments and the concept of individual rights, responsibilities for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.</p> <p>7.5 Identifying and analyzing historical and contemporary means societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.</p>	<p>7TH DA.10.CO1.7 1. Compare and contrast movement characteristics found in a variety of dance genres. 2. Discuss how the movement characteristics communicate meaning and how they relate and/or differ from one’s own movement characteristics or values and beliefs.</p> <p>7TH DA.11.CO2.7 1. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea.</p>	<p>7TH MA.10.CO1.7 1. Access, evaluate and use internal and external resources to inform the creation of media artworks, such as experiences, interests, research, and exemplary works.</p> <p>7TH MA.11.CO2.7 1. Research and demonstrate how media artworks and ideas relate to various situations, purposes and values, such as community, vocations, and social media. 2. Analyze and responsibly interact with media arts tools and environments, considering copyright, ethics, media literacy, and social media.</p>	<p>7TH MU.5.RE1.7 1. Select or choose contrasting music to listen to and compare connections to specific interests or experiences for a specific purpose 2. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces. 3. Identify and compare the context of music from a variety of genres, cultures, and historical periods.</p> <p>7TH MU.8.RE2.7 1. Describe a personal interpretation of contrasting works and explain how creators’ and performers’ application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent</p>	<p>7TH TH.11.CO2.7 1. Research and discuss how a playwright might have intended a drama/theatre work to be produced. 2. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.</p> <p>7TH TH.10.CO1.7 1. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.</p>	<p>7TH 1. Create visual documentation of places and times in which people make and experience art or design in a community (e.g. visual and contextual research, sketches, photographs). 2. Access, evaluate and use internal and external resources, such as knowledge, experiences, interests, and research and exemplary works to create artwork.</p> <p>7TH VA.11.CO2.7 1. Compare and contrast how art is used to inform, shape and change beliefs, values, and behaviors of an individual and society with consideration to cultural influences and global contexts. 2. Examine, discuss, and explain ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright, media and visual literacy)</p>

GRADES 9-12 STANDARDS EXAMPLE

Integrated Ethnic Studies	Dance	Media Arts	Music	Theatre	Visual Arts
<p>HS.11 Analyze and evaluate the methods for challenging, resisting, and changing society in the promotion of equity, justice and equality.</p> <p>HS.62 Identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups and individuals in shaping the cultures of Oregon, the United States, and the world.</p>	<p>HS PROFICIENT DA.7-8.RE1-2.HS1 1. Select a dance and explain how aesthetic or cultural meaning is observed through relationships among dance elements, structure, and context 2. Cite specific examples in the dance to support personal perceptions and interpretations using genre-specific dance terminology.</p> <p>HS PROFICIENT DA.10.CO1.HS1 1. Analyze one’s own dance or the work of others to determine the values and beliefs expressed by the dance.</p> <p>HS PROFICIENT DA.11.CO2.HS1 1. Discuss the place of dance within society, its influence on society, and how societal norms and traditions influence dance. 2. Create a dance study that expresses a relationship between dance and society.</p>	<p>HS PROFICIENT MA.7.RE1.HS1 1. Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.</p> <p>HS PROFICIENT MA.8.RE2.HS1 1. Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts</p> <p>HS PROFICIENT MA.11.CO2.HS1 1. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity. 2. Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.</p>	<p>HS PROFICIENT MU.CT.1.CR1.HS1 1. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.</p> <p>HS PROFICIENT MU.CT.4.PR1.HS1 1. Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, or binary).</p> <p>HS PROFICIENT MU.CT.11.CO2.HS1 1. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>HS PROFICIENT TH.2.CR2. HS1 1. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work. 2. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work</p> <p>HS PROFICIENT TH.9.RE3.HS1 1. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines. 3. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.</p> <p>HS PROFICIENT TH.10.CO1.HS1 1. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.</p> <p>HS PROFICIENT TH.11.CO2.HS1 1. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods. 2. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.</p>	<p>HS PROFICIENT VA.1.CR1.HS1 1. Identify and elaborate on themes in the local and global community that could be explored in art making. 2. Use contextual research and direct observation to generate ideas and to produce a work of art that demonstrates understanding of artistic techniques and organizational structures.</p> <p>3. Individually and/or collaboratively design an object or artwork that is based on a need, theme, or aesthetics that demonstrates developing technical skill.</p> <p>HS PROFICIENT VA.6.PR3.HS1 1. Analyze and describe the impact that an exhibition or collection has on one’s personal awareness of social, cultural, or political beliefs and understandings. 2. Make, explain, and justify connections between artists or artworks and social, cultural, and political history. 3. Curate a collection of objects, artifacts, or artworks to impact the viewer’s understanding of social, cultural and or political experiences.</p>

Additional Resources

[Arts Education Program Models](#) provides examples of cross-content lesson activities, including the Oregon Arts Standards and Oregon Social Science standards, along with examples of what arts education programming looks like across various models.

- ▶ Access [Arts Education Program Models](#)



These additional resources and materials are a starting place to facilitate connections between ethnic studies and arts in the classroom.¹

- ▶ Library of Congress primary source set for the [Harlem Renaissance](#)
- ▶ Oregon Jewish Museum and Center for Holocaust Education [Lesson Plans](#)
- ▶ Smithsonian American Art Museum [African American Art Teaching Resources](#)
- ▶ Smithsonian National Museum of Asian Art [Educator Resources](#)
- ▶ National Endowment for the Humanities [The Music of African American History](#)
- ▶ [Portland Art Museum Poster Project Resources](#)
- ▶ Smithsonian American Art Museum [Arte Latine/Latinx Art Teaching Resources](#)
- ▶ Smithsonian National Museum of the American Indian [Native Knowledge 360 Education Resources](#)



¹ Note: These curricular resources have not been endorsed by ODE, but are being shared as relevant resources for arts education professionals to consider.

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