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# The Oklahoma Register

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Oklahoma  
Secretary of State  
Office of Administrative Rules



**Brad Henry, Governor**  
**M. Susan Savage,**  
**Secretary of State**  
**Peggy Coe, Managing Editor**

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# Notices of Rulemaking Intent

Prior to adoption and gubernatorial/legislative review of a proposed PERMANENT rulemaking action, an agency must publish a Notice of Rulemaking Intent in the *Register*. In addition, an agency may publish a Notice of Rulemaking Intent in the *Register* prior to adoption of a proposed EMERGENCY or PREEMPTIVE rulemaking action.

A Notice of Rulemaking Intent announces a comment period, or a comment period and public hearing, and provides other information about the intended rulemaking action as required by law, including where copies of proposed rules may be obtained.

*For additional information on Notices of Rulemaking Intent, see 75 O.S., Section 303.*

## **TITLE 55. BOARD OF GOVERNORS OF THE LICENSED ARCHITECTS, LANDSCAPE ARCHITECTS AND INTERIOR DESIGNERS OF OKLAHOMA CHAPTER 10. LICENSURE AND PRACTICE OF ARCHITECTS, LANDSCAPE ARCHITECTS AND REGISTRATION OF INTERIOR DESIGNERS**

*[OAR Docket #08-1256]*

### **RULEMAKING ACTION:**

Notice of proposed PERMANENT rulemaking

### **PROPOSED RULES:**

Subchapter 1. General Provisions

55:10-1-3. [AMENDED]

Subchapter 3. Administrative Operations

55:10-3-13. [AMENDED]

Subchapter 5. Application and Eligibility for Licensing or  
Registration

55:10-5-6. [AMENDED]

55:10-5-7. [AMENDED]

55:10-5-8. [AMENDED]

55:10-5-10. [AMENDED]

55:10-5-11. [AMENDED]

Subchapter 7. Examination

55:10-7-1. [AMENDED]

55:10-7-3. [AMENDED]

55:10-7-6. [AMENDED]

55:10-7-7. [AMENDED]

55:10-7-9. [AMENDED]

Subchapter 9. Licensing and Registration

55:10-9-11. [AMENDED]

Subchapter 11. Rules of Professional Conduct

55:10-11-7. [AMENDED]

55:10-11-9. [AMENDED]

55:10-11-10. [AMENDED]

55:10-11-12. [AMENDED]

Subchapter 13. Organizational Practice

55:10-13-2. [AMENDED]

55:10-13-5. [AMENDED]

55:10-13-20. [AMENDED]

Subchapter 15. Violations

55:10-15-2. [AMENDED]

55:10-15-10. [AMENDED]

Subchapter 17. Continuing Education Requirements

55:10-17-4. [AMENDED]

### **SUMMARY:**

The proposed revisions to Subchapter 1 are adding definitions to the Rules. Changes to Subchapter 3 are being proposed to make emergency rules permanent and increases licensing fees and penalties to make the agency's finances solvent. All other Rule changes are minor clean up items.

### **AUTHORITY:**

Oklahoma State Architectural and Interior Designers Act in O.S. 59, Section 46.7.

### **COMMENT PERIOD:**

Persons wishing to present their views orally or in writing may do so before 4:30 p.m. on Friday, November 14, 2008 at the following address: 3555 N.W. 58<sup>th</sup> Street, Suite 640, Oklahoma City, OK 73112 Attention: Jean Williams, Executive Director, Board of Governors of the Licensed Architects, Landscape Architects and Interior Designers of Oklahoma.

### **PUBLIC HEARING:**

A public hearing has been scheduled for Monday, November 17, 2008 at 9:30 a.m. at the following address: 3555 N.W. 58<sup>th</sup> Street, Suite 640, Oklahoma City, OK 73112. This hearing will be held to provide an opportunity for persons to orally present their views. Each person will be allowed a maximum of 5 minutes to speak and must sign in at the door by 9:05 a.m.

### **REQUESTS FOR COMMENTS FROM BUSINESS ENTITIES:**

The Board of Governors of the Licensed Architects, Landscape Architects and Interior Designers of Oklahoma requests that business entities affected by these proposed amendments provide the Board, within the comment period, in dollar amounts if possible, any increase in the level of direct costs such as fees, and the indirect costs such as reporting, record keeping, equipment, construction, labor, professional services, revenue loss, or other costs expected to be incurred by the particular business entity due to compliance with the proposed rules. Business entities may submit this information in writing to Jean Williams, at the above address, before the close of the comment period on October 31, 2008.

### **COPIES OF PROPOSED RULES:**

Copies of the proposed rules may be obtained from the Board of Governors of the Licensed Architects, Landscape Architects and Interior Designers of Oklahoma, from our website @[www.ok.gov/architect](http://www.ok.gov/architect) or write us at 3555 N.W. 58<sup>th</sup> Street, Suite 640, Oklahoma City, OK 73112.

### **RULE IMPACT STATEMENT:**

Pursuant to 75 O.S., Section 303 (D), a rule impact statement will be prepared and may be obtained from the

## Notices of Rulemaking Intent

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Board of Governors of the Licensed Architects, Landscape Architects and Interior Designers of Oklahoma at the above address beginning on October 30, 2008.

**CONTACT PERSON:**

Jean Williams, Executive Director, (405) 949-2383

*[OAR Docket #08-1256; filed 9-16-08]*

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**TITLE 235. OKLAHOMA FUNERAL BOARD  
CHAPTER 10. FUNERAL SERVICES  
LICENSING**

*[OAR Docket #08-1260]*

**RULEMAKING ACTION:**

Notice of proposed PERMANENT rulemaking

**PROPOSED RULES:**

Subchapter 1. General Provisions

235:10-1-2 [AMENDED]

Subchapter 3. Qualification and Requirements for  
Licensure

235:10-3-1 [AMENDED]

235:10-3-2 [AMENDED]

235:10-3-5 [AMENDED]

Subchapter 5. Licensing Fees

235:10-5-1 [AMENDED]

Subchapter 7. Licensure Renewal, Revocation, and  
Suspension

235:10-7-2 [AMENDED]

Subchapter 13. Continuing Education

235:10-13-10 [AMENDED]

Subchapter 14. Crematories [NEW]

235:10-14-1 [NEW]

**SUMMARY:**

The proposed rules make the rules consistent with the statutes, provide clarity on the ownership of establishments, clarify the grandfather clause, prohibit selling of body parts, increase the standards of continuing education, and add cremation requirements to the rules which had been only in statutes.

**AUTHORITY:**

Oklahoma Funeral Board;

Title 59 O.S. Section 396.17;

Title 75 O.S. Section 302(A)(1);

Title 75 O.S. Section 307

**COMMENT PERIOD:**

Persons wishing to present their views regarding this action may do so by delivering or mailing their written comments to the Oklahoma Funeral Board, 4545 N. Lincoln Blvd, Suite 175, Oklahoma City, Oklahoma 73105, from October 10, 2008, to December 9, 2008.

**PUBLIC HEARING:**

The public hearing will be held on Thursday, December 11, 2008, at 10:00AM, at the Lincoln Plaza Office Building, 4545 N. Lincoln Blvd, Suite 269, Oklahoma City, Oklahoma.

**REQUEST FOR COMMENTS FROM BUSINESS ENTITIES:**

The Oklahoma Funeral Board request that business entities affected by these proposed rules provide the Board, within the comment period, in dollar amounts if possible, the increase in the level of direct cost, indirect costs, or other costs expected to be incurred by the business entity due to compliance with the proposed rules. Business entities may submit this information in writing to Lloyd Brown, at the above address, before the close of the comment period on December 9, 2008.

**COPIES OF PROPOSED RULES:**

Copies of the proposed rules may be obtained for review at the office of the Oklahoma Funeral Board, 4545 N. Lincoln Blvd, Suite 175, Oklahoma City, Oklahoma.

**RULE IMPACT STATEMENT:**

A rule impact statement will be prepared and be available on and after October 30, 2008, at the office of the Oklahoma Funeral Board.

**CONTACT PERSON:**

Lloyd Brown, Executive Director, Oklahoma Funeral Board, 4545 N. Lincoln Blvd, Suite 175, Oklahoma City, Oklahoma 73105, (405) 522-1790.

*[OAR Docket #08-1260; filed 9-24-08]*

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# Emergency Adoptions

An agency may adopt new rules, or amendments to or revocations of existing rules, on an emergency basis if the agency determines that "an imminent peril exists to the preservation of the public health, safety, or welfare, or that a compelling public interest requires an emergency rule[s] . . . . [A]n agency may promulgate, at any time, any such [emergency] rule[s], provided the Governor first approves such rule[s]" [75 O.S., Section 253(A)].

An emergency action is effective immediately upon approval by the Governor or on a later date specified by the agency in the preamble of the emergency rule document. An emergency rule expires on July 15 after the next regular legislative session following promulgation, or on an earlier date specified by the agency, if not already superseded by a permanent rule or terminated through legislative action as described in 75 O.S., Section 253(H)(2).

Emergency rules are not published in the *Oklahoma Administrative Code*; however, a source note entry, which references the *Register* publication of the emergency action, is added to the *Code* upon promulgation of a superseding permanent rule or expiration/termination of the emergency action.

*For additional information on the emergency rulemaking process, see 75 O.S., Section 253.*

## TITLE 210. STATE DEPARTMENT OF EDUCATION CHAPTER 15. CURRICULUM AND INSTRUCTION

[OAR Docket #08-1255]

### RULEMAKING ACTION:

EMERGENCY adoption

### RULES:

Subchapter 3. Priority Academic Student Skills  
Part 13. The Arts  
210:15-3-114.2. Definitions for music [AMENDED]  
210:15-3-115. The arts for grade 1 [AMENDED]  
210:15-3-116. The arts for grade 2 [AMENDED]  
210:15-3-117. The arts for grade 3 [AMENDED]  
210:15-3-118. The arts for grade 4 [AMENDED]  
210:15-3-119. The arts for grade 5 [AMENDED]  
210:15-3-120. The arts for grade 6 [AMENDED]  
210:15-3-121. The arts for grade 7 [AMENDED]  
210:15-3-122. The arts for grade 8 [AMENDED]  
210:15-3-123. The arts for high school [AMENDED]

### AUTHORITY:

70 O. S. § 3-104, State Board of Education

### DATES:

#### Adoption:

July 24, 2008

#### Approved by Governor:

August 21, 2008

#### Effective:

Immediately upon Governor's approval

#### Expiration:

Effective through July 14, 2009, unless superseded by another rule or disapproved by the Legislature.

### SUPERSEDED EMERGENCY ACTIONS:

N/A

### INCORPORATIONS BY REFERENCE:

N/A

### FINDING OF EMERGENCY:

The propose rule amendments will clarify the elementary general music standards before the beginning of the 2008-2009 school year. The amendments will emphasize key concepts in general music instruction.

### ANALYSIS:

The proposed rule amendments provide additional clarity and detail to the Priority Academic Student Skills, Oklahoma's core curriculum. The changes reflect terminology in common usage within the music teaching profession and align from grade-to-grade certain objectives within the elementary music standard.

### CONTACT PERSON:

Connie Holland, 405-521-3308

**PURSUANT TO THE ACTIONS DESCRIBED HEREIN,  
THE FOLLOWING EMERGENCY RULES ARE  
CONSIDERED PROMULGATED AND EFFECTIVE**

**UPON APPROVAL BY THE GOVERNOR AS SET  
FORTH IN 75 O.S., SECTION 253 (D):**

## SUBCHAPTER 3. PRIORITY ACADEMIC STUDENT SKILLS

### PART 13. THE ARTS

#### 210:15-3-114.2. Definitions for music

The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

"**AB form**" means a musical plan that has two different parts, or sections.

"**ABA form**" means a musical plan that has three sections. The first and last sections are the same. The middle section is different.

"**Accelerando**" means perform gradually faster.

"**Acoustic instruments**" means traditional musical instruments that produce sound and amplify it by natural means (piano, guitar, trumpet, etc.), as opposed to instruments that produce and amplify sound electronically (synthesizers, sound modules, etc.).

"**Acoustics**" means the science of sound generation.

"**Alto**" means the lowest female voice.

"**Allegro**" means a quick and lively tempo.

"**Andante (ahn-DAHNT-ay)**" means a walking pace, flowing (tempo).

"**Articulation**" means the degree to which notes are separated or connected such as staccato or legato.

"**A tempo**" means return to the previous tempo.

"**Augmentation**" means a compositional device in which a melodic line is repeated in longer note values.

"**Aural**" means relating to the sense of hearing, listening.

"**Ballad**" means a narrative song.

"**Ballet**" means a dance performance, often involving a narrative or plot sequence, usually accompanied by music. A ballet is characterized by conventional steps, poses, and graceful movements including leaps and spins. Women ballet dancers often wear ~~pointe~~pointed shoes to perform steps balancing on the tips of their toes.

"**Bar**" means a vertical line dividing measures on the staff.

## Emergency Adoptions

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**"Baroque"** means 1600-1750. Secular music predominated over sacred music and there was a certain "theatrical" spirit of elaborate design in the music, painting, and architecture. Polyphony and counterpoint from the Renaissance still predominate but homophonic texture (melody with chordal accompaniment) gains importance. New instrumental forms (solo sonata, concerto grosso, overture, etc.) and vocal forms (aria, recitative, opera, oratorio, and cantata, etc.) were developed. Noted composers of the time include Bach, Vivaldi, Handel.

**"Bass"** means the lowest male singing voice.

**"Bass clef"** means symbol placed on the five-line staff in traditional notation that tells you that the fourth line of the staff is the note F.

**"Beat"** means the consistent pulse that occurs throughout a rhyme, song or recorded musical selection.

**"Body percussion"** means sounds produced by the use of the body (e.g., clap, ~~snare~~ pat, slap, tap, stamp, stomp, whistle, etc.).

**"Bluegrass"** means a type of American country music using acoustic instruments.

**"Blues"** means a genre of African-American music often expressing suffering, hardship and longing.

**"Brass family"** means wind instruments made out of metal with either a cup or funnel-shaped mouthpiece, such as trumpet, cornet, bugle, trombone, tuba, euphonium, saxophone, and French horn.

**"Cadence"** means a chordal or melodic progression which occurs at the close of a phrase, section or composition which gives the feeling of a temporary or permanent ending.

**"Call and response"** means a song style that follows a simple question and answer pattern in which a soloist leads and a group responds.

**"Chord"** means a combination of three or more tones sounded simultaneously.

**"Chorus"** means the repetitive part of a song that occurs between the verses; also a large group of singers.

**"Classical"** means 1750-1820, referred to as the "Age of Enlightenment"; the meaning of "classicism" in music relates to the ancient Greek ideals of objectivity, emotional restraint, and a balanced clear musical form of short, regular phrases. Instrumental music surpassed vocal music in popularity. More attention was given to dynamic shading (getting gradually louder or softer). Dissonant sounds were resolved into consonant sounds. Noted composers of the time include Wolfgang Amadeus Mozart, Ludwig van Beethoven, Franz Joseph Haydn.

**"Classroom instruments"** means instruments typically used in the general music classroom, including, for example: recorder-type instruments, autoharp, mallet instruments, simple percussion, keyboard, and electronic instruments.

**"Clef"** means symbol placed at the beginning of the staff to indicate the pitch of the notes on the staff (treble clef and bass clef).

**"Coda"** means closing section of a composition.

**"Collage"** means twentieth-century technique of making art in which various materials, such as paper, photographs, fabric, string, etc., are pasted on a flat surface.

**"Common time"** means 4/4 meter.

**"Compose"** means a person who writes music.

**"Composition"** means the completed arrangement of music.

**"Concert"** means a musical performance for an audience, requiring the cooperation of several musicians.

**"Concerto"** means a ~~piece~~ musical work for a soloist and orchestra.

**"Conductor"** means director of an orchestra or chorus.

**"Contemporary"** means 1900 to present. There are many different musical trends occurring simultaneously, including music for film and television. Some of the broader tendencies of modernism are Neoromanticism, Expressionism, Neoclassicism, American jazz/blues, popular music for Broadway and film. Noted composers of the time include Igor Stravinsky, Aaron Copeland, Duke Ellington

**"Contour"** means the direction of a ~~musical~~ melodic line.

**"Counter melody"** means a ~~vocal part which contrasts with the main melody~~ an independent melody which complements the main melody.

**"Crescendo"** means gradually louder.

**"Cue"** means a signal given by the director of a performing group to begin either at the beginning of the music or after they have concluded a section at rest.

**"Cut time"** means meter in which there are two beats in each measure and a half note receives one beat.

**"Dal segno, D.S. al fine"** means repeat from the sign to fine (the end).

**"D.C. al fine"** means to the end.

**"Decrescendo"** means gradually softer. Synonymous with diminuendo.

**"~~Diminution~~ Diminution"** means the shortening of note values.

**"Duet"** means a composition performed by two performers.

**"Duration"** means how long a sound lasts.

**"Dynamics"** means varying degrees of loud and soft (pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, sforzando).

**"Elements of music"** means pitch - the highness or lowness of a particular note; rhythm - beats per measure; harmony - two or more tones sounding together; dynamics - varying degrees of loud and soft; number of sounds occurring simultaneously; form - the organization of a musical composition; tempo - the speed or pace of music; melody - a succession or pattern of musical tones or pitches; tone color - the quality of sound of an instrument or voice.

**"Flat"** means b - a symbol that lowers the pitch of a note one-half step.

**"Folk music"** means music of a particular people, nation or region, originally transmitted orally, sometimes as a rhythmic accompaniment to manual work or to mark a specific ritual.

**"Form"** means the organization of a musical composition according to its sections of repetition, contrast, variation or development.

**"Forte - *f*"** means loud (dynamic).

**"Fortissimo - *ff*"** means very loud (dynamic).

**"Four sections of an orchestra"** means woodwind instruments - include the flute, oboe, piccolo, English horn, clarinet, bassoon, contrabassoon, and saxophone. Many of these instruments are pipes perforated by holes in their sides, which produce musical sound when the columns of air within them vibrate by blowing on a mouthpiece. String instruments - include the violin, viola, cellos (or cello), and double bass. All of these have strings that produce sound when stroked with a bow or plucked. Brass instruments - include the French horn, trumpet, trombone, and tuba, all of which have metal instrument bodies and mouthpieces. Percussion instruments - musical instruments that are struck or shaken to produce a sound, includes tympany, bass drum, snare drum, cymbals, triangle, gongs, glockenspiel, and xylophone and marimba.

**"Genre"** means a category of musical composition, such as symphony, opera, string quartet, cantata, concerto, etc.

**"Harpichord"** means a keyboard instrument of European origin, resembling a piano and having horizontal strings plucked by leather or quill points connected to the keys.

**"Harmony"** means two or more tones sounding together.

**"Impressionism"** means 1880-1918. This style was centered mostly in France. The composers developed a new musical "language" that has affected music even to the present day. Composers experimented with: new coloristic effects in instruments and the voice and in harmonies, new combinations of scales and rhythms. There were parallels to the artwork of the time in the "feeling" of lightness and exoticism in the music. Noted composers of the time include Claude Debussy, Maurice Ravel.

**"Instrument groupings or instrument families"** means classification of instruments by the way or material by which sound is made (i.e. strings, brass, percussion, wind).

**"Interval"** means the ~~difference in pitch~~ distance between two tones.

**"Intonation"** means the degree to which pitch is accurately produced in performance, by the musicians in an ensemble.

**"Jazz"** means a popular style of music characterized by strong, prominent meter, improvisation, and dotted or syncopated patterns.

**"Key signature"** means the sharps and flats placed at the beginning of a composition or line of music denoting the scale on which the music is based.

**"Major scale"** means a scale built on the pattern of two whole steps, one half step, three whole steps, and one half step.

**"Measure"** means a group of beats in written music, set off by vertical lines; the notes and rests comprised between two vertical bar lines.

**"Melody"** means a succession or pattern of musical tones or pitches. Arranging these pitches creates a specific tonal and rhythmic succession of sounds that makes each piece recognizable and expresses a musical idea or tune.

**"Meter"** means the grouping of accented and unaccented beats in a pattern of two (ONE, two, ONE, two) or three (ONE, two, three, ONE, two, three) or combinations of two and three, which gives internal organization, consistency and flow to the music.

**"Meter signature"** means an indication at the beginning of a musical work, usually presented in the form of a fraction, the lower of which indicates the unit of measurement and the upper number of which indicates the number of units that make up a measure (see also "time signature"). means an indication at the beginning of a musical work, the lower number indicates the kind of note to receive one beat, and the upper number indicates the number of beats that make up a measure (see also "time signature").

**"Mezzo forte - *mf*"** means medium loud.

**"Mezzo piano - *mp*"** means medium soft.

**"MIDI"** means an acronym for Musical Instrument Digital Interface. The standard specifications that enable electronic instruments to communicate with one another and with computers.

**"Minor scale"** means a scale built on the pattern of one whole step, one half step, two whole steps, one half step, and two whole steps.

**"Motive"** means a short melodic or rhythmic pattern.

**"Movement"** means the principal division or section of a musical composition.

**"Notation"** means method in which music is written down, usually on a staff, indicating specific pitches and the duration of each pitch. ~~In Western culture, this system works just like fractions (i.e., whole notes, half notes, quarter notes, eighth notes, sixteenth notes).~~

**"Note"** means a musical symbol that denotes both pitch and duration.

**"Opera"** means a theatrical performance involving a drama, the text of which is sung to the accompaniment of an orchestra.

**"Opera glasses"** means small decorative low-powered binoculars for use by people in the audience at theatrical, operatic, or ballet performances.

**"Orchestra"** means group of musicians playing together on instruments. In Western music, the orchestra typically includes string, wind, brass and percussion instrument groupings.

**"Overture"** means an extended orchestral introduction to an opera, ballet, or similar type of musical presentation.

**"Percussion family"** means instruments that produce sounds of definite or indefinite pitch when shaken or struck including tympani, bass drum, snare drum, xylophone, marimba, cymbal, triangle, chimes, and piano.

**"Percussive sounds"** means sounds made by striking, shaking and/or scraping.

**"Phrase"** means a relatively short portion of a melodic line which expresses a musical idea, comparable to a line or sentence in poetry.

**"Phrasing"** means dividing musical sentences into melodic and/or rhythmic sections, similar to the effect of punctuation in language.

**"Pianissimo"** means very soft.

**"Piano"** means a large musical instrument consisting of a wooden case with wires stretched inside it and a row of white and black keys.

**"Piano - *p*"** means soft; pianissimo ***pp*** - very soft (dynamic). Italian for "soft."

## Emergency Adoptions

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"**Pitch**" means the highness or lowness of a particular note.

"**Polyphony**" means the simultaneous combination for different melodies and rhythms.

"**Prelude**" means an introductory movement of a piece.

"**Presto**" means very fast- tempo.

"**Prima donna**" means the principal female singer in an opera.

"**Quartet**" means a composition for four instruments or voices.

"**Range**" means pitches from low to high which a singer or instrumentalist may perform.

"**Refrain**" means a short section of repeated music which occurs at the end of each stanza.

"**Reggae**" means Jamaican dance music, mixing African and Caribbean rhythms.

"**Renaissance**" means 1400-1600. This period is referred to as the "Golden Age of Polyphony" (poly - many, and phony - sounds), where there are two or more melodic lines sounding simultaneously. Vocal music predominated but instrumental music had increased interest as an independent style. Music was heard in church as well as the households of the aristocracy and upper classes. There was more of a tendency to use major/minor tonality rather than modality, as in the Medieval times. Noted composers of the time include Gabrielli, Monteverdi, Palestrina.

"**Repertoire**" means a variety of musical pieces.

"**Repetition**" means music that is the same, or almost the same, as music that was heard earlier.

"**Rests**" means symbols used to represent silence between notes.

"**Rhythm**" means the term which denotes the organization of sound in time or the proportion or duration of notes. Beats per measure.

"**Rhythm pattern**" means a group of long and short sounds/silences.

"**Ritardando**" means perform gradually slower.

"**Romantic**" means 1820-1900. During the nineteenth and early twentieth century Romantic music was expressive and exciting, and stressed the expression of feeling using of a wide dynamic range, expanded harmonies of new chords and progressions. Noted composers of the time include Johannes Brahms, Richard Wagner, Franz Schubert, Robert Shumann.

"**Rondo**" means a composition consisting of a recurring theme alternating with contrasting sections.

"**Round**" means a song imitated at the same pitch by a second (or third) group of singers who begin at a designated time during the song (e.g., "Row, row, row your boat").

"**Scale**" means an organization of pitches in ascending or descending sequence.

"**Score**" means the written depiction of all the parts of a musical ensemble with the parts layered vertically and rhythmically aligned.

"**Sequence**" means the repetition of a melodic ensemble with the parts layered vertically and rhythmically aligned.

"**Sharp - #**" means a symbol which raises the pitch of a note one-half step.

"**Solo**" means playing or singing alone. A solo performer is called a soloist.

"**Sonata**" means an instrumental piece in several movements.

"**Sonata - allegro form**" means a return form consisting of three sections: exposition, development, and recapitulation.

"**Soprano**" means the highest female voice.

"**Soul music**" means a form of rhythm and blues.

"**Staff**" means the musical laddergraph made up of a set of five parallel lines and four spaces on which music is written ~~and makes it easy for you to tell how high or low a sound is~~. The lines and spaces are counted from the bottom up to the top.

"**Staves**" means the plural of staff. The five parallel lines on which music is written.

"**String instrument family**" means instruments with strings that produce sound when plucked, bowed, or struck including violin, viola, cello, and bass.

"**String quartet**" means an ensemble of four stringed instruments including two violins, a viola, and a cello, also music performed by the ensemble.

"**Style**" means the distinctive or characteristic manner in which the elements of music are treated.

"**Swing era**" means a period of music from 1935 to 1945.

"**Symphony**" means a piece musical work for a large orchestra usually in four movements.

"**Syncopation**" means deliberate shifting of the pattern of strong and weak beats.

"**Synthesizer**" means a machine that produces sound electronically.

"**Tempo**" means the speed or pace of music. Musical tempos are expressed in Italian and include *lento*, very slow; *adagi*, slow; *moderato*; *allegro*, lively; *presto*, fast; *vivace*, very fast.

"**Tenor**" means the highest male voice.

"**Texture**" means the way individual parts of music are layered or the number of sounds occurring simultaneously.

"**Theme**" means a melody that assumes importance in a composition because of its central and continued use.

"**Time signature**" means the meter (number of beats per measure and kind of note getting one beat, e.g., 2/4 or 3/4 or 4/4 meter).

"**Tonality**" means the key or ~~tone~~ tonal center of a piece of music.

"**Tone Color**" means the quality of sound of an instrument or voice.

"**Tone poem**" means programmatic work for a symphony.

"**Transposition**" means the process of changing the key of a composition.

"**Treble**" means high in pitch.

"**Treble clef**" means symbol placed on the five-line staff in traditional notation indicating the pitch of the notes and locating G on the second line from the bottom.

"**Two-part songs**" means songs written for performance by two distinct voices.

"**Vibrato**" means a slight wavering or pulsating of tone.

"**Virtuoso**" means a performer with brilliant, flawless technique.

"**Unison**" means two or more parts performing the same pitches or melody simultaneously.

"Waltz" means a dance in triple meter, made famous in Vienna in the late 1800s.

"Wind instrument family" means instruments originally made of wood, in which sound is produced by the vibration of air including piccolo, flute, clarinet, oboe, English horn, bassoon, and contrabassoon.

## 210:15-3-115. The arts for grade 1

### (a) Visual art.

(1) **Standard - language of Visual art.** The student will identify visual art terms (e.g., collage, design, original, portrait, paint, subject, etc.).

- (A) Use appropriate art vocabulary.
- (B) Name elements of art; line, color, form, shape, texture, value and space.
- (C) Name the principles of design; rhythm, balance, contrast, movement, center of interest (emphasis) and repetition.
- (D) Use the elements of art and principals of design.

(2) **Standard - Visual art history and culture.** The student will recognize the development of visual art from a historical and cultural perspective.

- (A) Understand art reflects a culture.
- (B) Identify connections between visual arts and other arts disciplines.
- (C) Identify specific works of art produced by artists in different cultures, times and places.

(3) **Standard - Visual art expression.** The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of visual art.

- (A) Experiment in color mixing with various media.
- (B) Use a variety of subjects, basic media and techniques in making original art including drawing, painting, and sculpture.
- (C) Demonstrate beginning skills of composition using the elements of art and principles of design.
- (D) Use art media and tools in a safe and responsible manner.

(4) **Standard - Visual art appreciation.** The student will appreciate visual art as a vehicle of human expression.

- (A) Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.
- (B) Demonstrate respect for their work and the work of others.
- (C) Demonstrate thoughtfulness and care in completion of artworks.

### (b) General music.

(1) **Standard - language of music.** The student will read, notate and interpret music.

- (A) Identify the elements of music:
  - (i) Melody (high and low, upward and downward, leaps and repeats)
  - (ii) Rhythm (strong and weak beats, meter in 2/4, long and short sounds)

(iii) Harmony (~~sing with instruments, without instruments, play ostinato pattern on rhythm or melody instruments as an accompaniment~~)(sing accompanied, sing unaccompanied, perform ostinato pattern as accompaniment)

(iv) Form (introduction, repetition/contrast, solo/chorus, verse/refrain)

(v) Color (classroom percussion instruments, sounds from nature, machines, or the environment, orchestra instruments from each family of instruments - trumpet, clarinet, violin, tympani)

(vi) Pitch (high and low)

(vii) Tempo (fast and slow, getting faster or slower)

(viii) Dynamics (loud and soft, getting louder or softer)

~~(B) Recognize basic rhythm patterns by using rhythm syllables (quarter note, eighth note, half note patterns).~~

(B) Use a system of syllables, numbers or letters to demonstrate basic notation:

(i) Rhythmic (quarter note, quarter rest, paired eighth notes)

(ii) Melodic (sol, mi, la or 5, 3, 6)

(C) Recognize basic features of familiar and unfamiliar songs:

(i) Dynamics - loud and soft

(ii) Tempo - fast and slow

~~(iii) Styles — action songs, chants, rhymes, singing games~~

(iii) Form - same and different

(2) **Standard - music history and culture.** The student will recognize the development of music from an historical and cultural perspective.

~~(A) Recognize music from our country, work songs, holiday songs and music from different countries.~~

~~(B) Sing and perform music from a variety of folk, ethnic, classical and contemporary songs.~~

(A) Sing and perform action songs, chants, rhymes, singing games and dances from a variety of cultures.

(B) Recognize music from our country, work songs, holiday songs and music from different countries.

(C) Identify music and instruments from different cultures.

(3) **Standard - music expression.** The student will perform, imitate, and compose a variety of music within specific guidelines.

(A) Participate in music through singing and/or playing instruments.

(B) Match pitches, sing in tune and use appropriate tone and expression.

(C) Respond to the beat or rhythm in music by clapping, walking, running, skipping, galloping, hopping, playing classroom instruments, or chanting.

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- (D) Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
  - (E) Play simple pitch patterns (tones) on instruments, such as bells or xylophones.
  - (F) While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).
  - (G) Respond to unfinished short melodic patterns using voice or classroom instruments.
- (4) **Standard - music appreciation.** The student will learn to appreciate music and expand their listening beyond music currently familiar to the student.
- (A) and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
  - (B) Demonstrate respect for music performed by the student and by other students and professional performers.
  - (C) Discuss likes and dislikes of music of different styles.

### 210:15-3-116. The arts for grade 2

#### (a) Visual art.

- (1) **Standard - language of Visual art.** The student will identify visual art terms (e.g., collage, design, original, portrait, paint, subject, etc.).
- (A) Use appropriate art vocabulary.
  - (B) Name and describe elements of art; line, color, form, shape, texture, value and space.
  - (C) Name and describe the principles of design; rhythm, balance, contrast, movement, center of interest (emphasis) and repetition.
  - (D) Use the elements of art and principals of design to communicate ideas.
- (2) **Standard - Visual art history and culture.** The student will recognize the development of visual art from a historical and cultural perspective.
- (A) Understand art reflects the culture of its origin.
  - (B) Identify connections between characteristics of the visual arts and other arts disciplines.
  - (C) Identify specific works of art produced by artists in different cultures, times and places.
- (3) **Standard - Visual art expression.** The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of visual art.
- (A) Experiment in color mixing with various media.
  - (B) Use a variety of subjects, basic media and techniques in making original art including drawing, painting, weaving, sculpture, and ceramics.
  - (C) Demonstrate beginning skills of composition using the elements of art and principles of design.
  - (D) Use art media and tools in a safe and responsible manner.
- (4) **Standard - Visual art appreciation.** The student will appreciate visual art as a vehicle of human expression.

- (A) Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.
- (B) Demonstrate respect for their work and the work of others.
- (C) Demonstrate thoughtfulness and care in completion of artworks.

#### (b) General music.

- (1) **Standard - language of music.** The student will read, notate and interpret music.
- (A) Identify the elements of music:
    - (i) Melody (steps, leaps, and repeated tones, melody patterns, high and low, upward and downward motives, repeated phrases)
    - (ii) Harmony (~~accompaniment and no accompaniment, chord changes, ostinato patterns~~)(sing accompanied, sing unaccompanied, perform ostinato patterns as accompaniment, sing to chordal accompaniment)
    - (iii) Tone Color (classroom percussion instruments, identify trumpet, clarinet, violin, tympani, different tone quality of an individual or group)
    - (iv) Rhythm (strong and weak beats, meter in 2/4 and 3/4, long and short sounds, rhythm patterns in songs and ostinatos).
    - (v) Form (introduction, coda, repetition/contrast, solo/chorus, AB)
    - (vi) Pitch (higher and lower)
    - (vii) Tempo (fast and slow, gradually faster and slower, suddenly faster and slower)
    - (viii) Dynamics (loud and soft, gradually louder and softer, suddenly louder and softer)
  - ~~(B) Recognize basic rhythm patterns by using rhythm syllables (quarter note, eighth note, half note, whole note patterns and the corresponding rests).~~
  - (B) Use a system of syllable, numbers or letters to demonstrate basic notation:
    - (i) Rhythmic (quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest)
    - (ii) Melodic (sol, mi, la, do or 5, 3, 6, 1)
  - (C) Recognize basic features of familiar and unfamiliar songs:
    - (i) Dynamics - loud and soft, gradual change of louder and softer
    - (ii) Tempo - fast and slow, gradual change of faster and slower
    - ~~(iii) Styles — action songs, chants, rhymes, singing games of different cultures~~
    - (iii) Form - same and different
- (2) **Standard - music history and culture.** The student will recognize the development of music from an historical and cultural perspective.
- ~~(A) Recognize music from our country, work songs, holiday songs and music from different countries.~~
  - ~~(B) Sing and perform action songs, singing games and dances from a variety of cultures.~~

- (A) Sing and perform action songs, chants, rhymes, singing games and dances from a variety of cultures.
  - (B) Recognize music from our country, work songs, holiday songs and music from different countries.
  - (C) Identify music and instruments from different cultures. (i.e. koto, maracas, Native American flute, African talking drum).
- (3) **Standard. music expression.** The student will perform, imitate, and compose a variety of music within specific guidelines.
- (A) In music through singing (echo singing) and/or playing instruments (body percussion and melodic ostinatos).
  - (B) Match pitches, sing in tune (C-scale range) and use appropriate tone and expression.
  - (C) Respond to the beat or rhythm in music by clapping, walking, running, skipping, galloping, hopping, sliding, playing classroom instruments, or chanting.
  - (D) Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
  - (E) Play simple melodies by rote on instruments, such as bells or xylophones.
  - (F) While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).
  - (G) Respond to unfinished short melodic patterns using voice or classroom instruments.
  - (H) Perform solos and in groups.
- (4) **Standard - music appreciation.** The student will learn to appreciate music and expand their listening beyond music currently familiar to the student.
- (A) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
  - (B) Demonstrate respect for music performed by the student and by other students and professional performers.
  - (C) Discuss likes and dislikes of music of different styles.

**210:15-3-117. The arts for grade 3**

(a) **Visual art.**

- (1) **Standard - language of Visual art.** The student will identify visual art terms (e.g., collage, design, original, portrait, paint, subject, etc.).
- (A) Use appropriate art vocabulary.
  - (B) Name, describe, and understand the elements of art: line, color, form, shape, texture, value and space.
  - (C) Name, describe, and understand the principles of design: rhythm, balance, contrast, movement, center of interest (emphasis) and repetition.
  - (D) Use the elements of art and principals of design to express original ideas.

(2) **Standard - Visual art history and culture.** The student will recognize the development of visual art from a historical and cultural perspective.

- (A) Understand that art reflects and describes the culture of its origin.
- (B) Identify connections between different styles of the visual arts and other art disciplines.
- (C) Identify specific works of art produced by artists including European, American, Native American, African American, Hispanic, and Asian art produced at different times and places.

(3) **Standard - Visual art expression.** The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of visual art.

- (A) Experiment in color mixing with various media.
- (B) Use a variety of subjects, basic media and techniques in making original art including drawing, painting, weaving, sculpture, printmaking, and ceramics.
- (C) Demonstrate understanding and knowledge of composition using the elements of art and principles of design.
- (D) Use art media and tools in a safe and responsible manner.

(4) **Standard - Visual art appreciation.** The student will appreciate visual art as a vehicle of human expression.

- (A) Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.
- (B) Demonstrate respect for their work and the work of others.
- (C) Demonstrate thoughtfulness and care in completion of artworks.

(b) **General music.**

(1) **Standard - language of music.** The student will read, notate and interpret music.

- (A) Identify the elements of music:
  - (i) Melody (steps, wide and narrow leaps, and repeated tones, melody patterns, high and low pitches, melodic contour, same, different and similar phrases)
  - (ii) Harmony (chordal harmony, chord changes, ostinato patterns, counter melody, rounds)
  - (iii) Tone Color (classroom percussion instruments: trumpet, clarinet, violin, tympani, and different tone quality of an individual or group)
  - (iv) Rhythm (strong and weak beats, steady beat, silent beat, meter in 2/4, 3/4 and 4/4, dotted rhythms).
  - (v) Form (introduction, coda, repetition/contrast, solo/chorus, AB, ABA, rondo, D.C. al fine)
  - (vi) Pitch (higher and lower)
  - (vii) Tempo (fast and slow, faster and slower, gradual and sudden changes in tempo)
  - (viii) Dynamics (loud and soft, gradually louder and softer, suddenly louder and softer)

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- (B) ~~Recognize basic rhythm patterns by using rhythm syllables (quarter note, eighth note, half note, whole note, dotted half note patterns).~~
- (B) Use a system of syllables, numbers or letters to demonstrate basic notation:
- (i) Rhythmic (quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest, dotted half note)
  - (ii) Melodic (sol, mi, la, do .re or 5, 3, 6, 1, 2)
- (C) Recognize basic features of familiar and unfamiliar songs:
- (i) Dynamics - loud and soft, gradual change of louder and softer
  - (ii) Tempo - fast and slow, gradual change of faster and slower
  - ~~(iii) Styles—songs, chants, rhymes, different cultures~~
  - (iii) Form - same and different, similar
- (D) Identify instrument ensembles (brass, strings, woodwinds, percussion)
- (2) **Standard - music history and culture.** The student will recognize the development of music from an historical and cultural perspective.
- (A) ~~Recognize music from our country, work songs, holiday songs and music from different countries.~~
- (B) ~~Sing and perform action songs, singing games and dances from a variety of cultures.~~
- (A) Sing and perform action songs, chants, rhymes, singing games and dances from a variety of cultures.
- (B) Recognize music from our country, work songs, holiday songs and music from different countries.
- (C) Identify music and instruments from different cultures. (i.e., bagpipe, wooden flute, koto, panpipes).
- (3) **Standard - music expression.** The student will perform, imitate, and compose a variety of music within specific guidelines.
- (A) Participate in music through singing (echo singing, rounds and partner songs) and/or playing instruments (body percussion and melodic ostinatos).
  - (B) Match pitches, sing in tune (C-scale range) and use appropriate tone and expression.
  - (C) Respond to the beat or rhythm in music by clapping, walking, running, skipping, galloping, sliding, playing classroom instruments, or chanting.
  - (D) Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
  - (E) Play simple melodies by rote on instruments, such as bells or xylophones.
  - (F) While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).
  - (G) Respond to unfinished short melodic patterns using voice or classroom instruments.
  - (H) Perform solos and in groups.
  - (I) Sing two-part rounds, partner songs and ostinatos.

(4) **Standard - music appreciation.** The student will learn to appreciate music and expand their listening beyond music currently familiar to the student.

(A) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.

(B) Demonstrate respect for music performed by the student and by other students and professional performers.

(C) Use appropriate terms to explain preferences for musical works and styles.

### 210:15-3-118. The arts for grade 4

#### (a) Visual arts.

(1) **Standard - language of Visual art.** The student will identify visual art terms (e.g., architecture, contour, medium, mixed media, perspective, symbol, etc.).

(A) Know how works of art are made with respect to the materials, media, techniques, and sources of ideas.

(B) Describe and use the principles of design: rhythm, balance, contrast, movement, variety, center of interest (emphasis), and repetition in works of art.

(C) Describe and use the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art.

(D) Discuss observations of visual and expressive features seen in the environment (such as colors, textures, shapes, etc.).

(2) **Standard - Visual art history and culture.** The student will recognize the development of visual art from a historical and cultural perspective.

(A) Describe and place a variety of specific significant art objects by artist, style and historical and cultural context.

(B) Identify themes and purposes of works of art and artifacts in history and culture.

(C) Demonstrate a basic knowledge of several fields of art such as painting, sculpture, drawing, computer graphics, printmaking, architecture, and fiber arts.

(D) Identify how the visual arts are used in today's world including the popular media of advertising, television, and film.

(3) **Standard - Visual arts expression.** The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

(A) Make original works of art using a variety materials (media), and techniques (skills), and sources for ideas.

(B) Use observation, memory and imagination in making original works of art.

(C) Apply knowledge of a basic art vocabulary through experiences in making original works of art.

(4) **Standard - Visual arts appreciation.** The student will learn to appreciate visual art as a vehicle of human expression.

(A) Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.

(B) Demonstrate respect for their work and the work of others.

(C) Demonstrate thoughtfulness and care in completion of artworks.

(b) **General music.**

(1) **Standard - language of music.** The student will read, notate and interpret music.

~~(A) Notate (written representation of music) simple pitch and rhythm patterns presented aurally (listening).~~

~~(B) Recognize basic notational symbols (written representation of music) including: treble clef, time signatures (2/4, 3/4, 4/4, and 6/8), note values, whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, dotted whole note and the corresponding rests.~~

~~(C) Experiment with variations in and demonstrate understanding of tempo (speed), timbre or tone color (sound quality), dynamics (degree of loudness), and phrasing for expressive purposes.~~

~~(D) Use correct terminology to discuss the elements of music.~~

~~(i) Melody (steps, wide and narrow leaps, octave leap, and repeated tones, melody patterns, melodic contour, same, different, similar phrases)~~

~~(ii) Rhythm (strong and weak beats, steady beat, offbeat, silent beat, meter in 2/4, 3/4, 4/4 and 6/8)~~

~~(iii) Harmony (chordal harmony, chord changes, ostinato patterns, countermelody, rounds, thick and thin texture)~~

~~(iv) Form (introduction, coda, repetition/contrast, solo/chorus, AB, ABA, rondo, D.C. al fine)~~

~~(v) Tone Color (duets, trios, chorus, voice ranges [soprano, alto, tenor, bass] and instrument ranges [flute, tuba, violin, tympani])~~

~~(vi) Pitch (high and low)~~

~~(vii) Tempo (allegro (fast), lento (slow), andante (walking), moderato (moderate)).~~

~~(viii) Dynamics (forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft)).~~

~~(E) Visually and aurally identify instrumental ensembles (e.g. orchestra, jazz band), orchestral instruments and classification of voice (e.g., soprano, alto, tenor, bass).~~

~~(A) Use correct terminology to discuss the elements of music.~~

~~(i) Melody (steps, wide and narrow leaps, octave leap, and repeated tones, melody patterns, melodic contour, same, different, similar phrases)~~

~~(ii) Rhythm (strong and weak beats, steady beat, offbeat, silent beat, meter in 2/4, 3/4, 4/4 and 6/8)~~

(iii) Harmony (chordal harmony, chord changes, ostinato patterns, countermelody, rounds, thick and thin texture)

(iv) Form (introduction, coda, repetition/contrast, solo/chorus, AB, ABA, rondo, D.C. al fine)

(v) Tone Color - sound quality of individual and group performances by voice or instrument to include duets, trios, quartets, chorus, etc., and ranges (soprano, alto, tenor, bass).

(vi) Pitch - high and low

(vii) Tempo - allegro (fast), lento (slow), andante (walking), moderato (moderate).

(viii) Dynamics - forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft).

(B) Use a system of syllables, numbers or letters to demonstrate basic notation:

(i) Rhythmic (quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest, dotted half note, sixteenth notes, single eighth note, single eighth rest, syncopation, 2/4, 3/4, 4/4, 6/8).

(ii) Melodic (sol, mi, la, do, re, high do, low la, low sol or 5, 3, 6, 1, 2, 8, low 6, low 5, treble clef)

(C) Experiment with variations in and demonstrate understanding of tempo (speed), timbre or tone color (sound quality), dynamics (degree of loudness), and phrasing for expressive purposes.

(D) Identify visually and aurally:

(i) Instrumental ensembles (symphony orchestra, jazz band)

(ii) Families of orchestral instruments (strings, woodwinds, brass and percussion)

(iii) Classification of voice ranges (soprano, alto, tenor, bass)

(E) Notate (written representation of music) simple pitch and rhythm patterns presented aurally (listening).

(2) **Standard - music history and culture.** The student will recognize the development of music from an historical and cultural perspective.

(A) Sing or play a variety of folk, ethnic, classical, and contemporary musical pieces.

(B) Listen and describe music from a variety of styles, periods and cultures including European, Native American, African American, Hispanic, and Asian.

(C) Identify music and instruments from different cultures. (i.e. bagpipe, wooden flute, koto, panpipes).

(D) Identify and describe roles of musicians in various music settings and cultures.

(3) **Standard - music expression.** The student will perform, imitate, and compose a variety of music within specific guidelines.

(A) Participate in music through singing (echo singing, rounds and partner songs) and/or playing instruments (body percussion and melodic ostinatos).

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- (B) Match pitches, sing in tune (C-scale range) and use appropriate tone and expression.
  - (C) Respond to the beat or rhythm in music by clapping, playing classroom instruments.
  - (D) Play simple and syncopated rhythm patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
  - (E) Play simple melodies on instruments, such as bells or xylophones.
  - (F) While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).
  - (G) Respond to unfinished short melodic patterns using voice or classroom instruments.
  - (H) Perform solos and with groups.
  - (I) Sing two-part rounds, partner songs/ostinatos.
- (4) **Standard - music appreciation.** The student will learn to appreciate music and expand their listening beyond music currently familiar to the student.
- (A) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
  - (B) Demonstrate respect for music performed by the student and by other students and professional performers.
  - (C) Use appropriate terms to explain preferences for musical works and styles.

### 210:15-3-119. The arts for grade 5

#### (a) Visual arts.

- (1) **Standard - language of Visual art.** The student will identify visual art terms (e.g., architecture, contour, medium, mixed media, perspective, symbol, etc.).
- (A) Describe and apply knowledge of the principles of design: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in their own art work, and the art works of others.
  - (B) Describe and use the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art. Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, perspective, overlap, negative, positive, size, color) in their own art work, and the art works of others.
  - (C) Know how works of art are made with respect to the materials, media, techniques, and sources of ideas.
  - (D) Discuss observations of visual and expressive features seen in the environment (such as colors, textures, shapes, etc.).

- (2) **Standard - Visual art history and culture.** The student will recognize the development of visual art from a historical and cultural perspective.

- (A) Describe and place a variety of specific significant art objects by artist, style and historical and cultural context.
- (B) Identify themes and purposes of works of art and artifacts in history and culture.
- (C) Identify how the visual arts are used by artists in today's world, including the popular media of advertising, television, and film (e.g., illustrator, fashion designer, sculptor, display designer, painter, graphic designer, animator, photographer).
- (D) Communicate in-depth knowledge gained through integrated study of a visual art theme, historical period, or event.

- (3) **Standard - Visual art expression.** The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

- (A) Make original works of art using a variety materials (media), and techniques (skills), and sources for ideas.
- (B) Use observation, memory and imagination in making original works of art.
- (C) Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- (D) Apply knowledge of a basic art vocabulary through experiences in making original works of art.
- (E) Demonstrate a basic knowledge of media, techniques and processes in:

#### (i) Painting

- (I) media: tempera, watercolor, oil, and acrylic.
- (II) processes: wet-on-wet, wet-on-dry, wash, resist, sponge.

#### (ii) Sculpture or Architecture

- (I) media: paper, papier-mache, clay, plaster, cardboard, wood, found objects, beads, sand, wire.
- (II) processes: carving, constructing, and assembling

#### (iii) Drawing

- (I) media: pencils, colored pencils, markers, chalks, crayons, oil-pastels,
- (II) processes: sketching, contour line, hatching, crosshatching,

#### (iv) Printmaking

- (I) media: printing ink, styrofoam, stencil, found object.
- (II) processes: relief, silkscreen, and monoprint.

#### (v) Fiber Arts

- (I) media: cloth, yarn, ribbon, found objects, paper, and rope
- (II) processes: weaving, stitchery, braiding, and basketry.

(4) **Standard - Visual art appreciation.** The student will learn to appreciate visual art as a vehicle of human expression.

(A) Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.

(B) Demonstrate respect for their work and the work of others.

(C) Demonstrate thoughtfulness and care in completion of artworks.

(b) **General music.**

(1) **Standard - language of music.** The student will read, notate and interpret music.

(A) ~~Notate (written representation of music) simple pitch and rhythm patterns presented aurally (listening).~~

(B) ~~Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness) and phrasing for expressive purpose in performing music.~~

(C) ~~Identify basic notational symbols (written representation of music), including: treble and bass clef, time signatures; (2/4, 3/4, 4/4, and 6/8); note values (whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests).~~

(D) ~~Define and use correct terminology to identify and discuss the elements of music including:~~

~~(i) Melody (steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale (five tone scale)).~~

~~(ii) Rhythm (even and uneven rhythm patterns, syncopation, triplets, dotted rhythms).~~

~~(iii) Harmony (partner songs, countermelody, descant, major and minor chords).~~

~~(iv) Form (AB, ABA, round, rondo, introduction, coda, interlude, verse and refrain, prelude).~~

~~(v) Tone color (duet, trio, quartet, chorus, voice ranges and instrument ranges)~~

~~(vi) Pitch (high and low)~~

~~(vii) Tempo - allegro (fast, lento (slow), andante (walking), moderato (moderate)~~

~~(viii) Dynamics - forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft).~~

~~(E) Identify visually and aurally:~~

~~(i) instrumental ensembles (marching band, symphony orchestra, jazz band).~~

~~(ii) families of orchestral instruments (strings, wood winds, brass, and percussion).~~

~~(iii) classification of voice ranges (soprano, alto, tenor, bass).~~

~~(A) Define and use correct terminology to identify and discuss the elements of music including:~~

~~(i) Melody (steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale (five-tone scale)).~~

~~(ii) Rhythm (even and uneven rhythm patterns, syncopation, triplets, dotted rhythms).~~

~~(iii) Harmony (partner songs, countermelody, descant, major and minor chords).~~

~~(iv) Form (AB, ABA, round, rondo, introduction, coda, interlude, verse and refrain, prelude).~~

~~89 (v) Tone color - sound quality of individual and group performances by voice or instrument to include duets, trios, quartets, chorus, etc. and ranges (soprano, alto, tenor, bass).~~

~~(vi) Pitch (high and low)~~

~~(vii) Tempo - allegro (fast, lento (slow), andante (walking), moderato (moderate)~~

~~(viii) Dynamics - forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft).~~

~~(B) Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness) and phrasing for expressive purpose in performing music.~~

~~(C) Use a system of syllables, numbers or letters to demonstrate basic notation:~~

~~(i) Rhythmic (quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest, dotted half note, sixteenth notes, single eighth note, single eighth rest, dotted quarter note, syncopation, 2/4, 3/4, 4/4, 6/8)~~

~~(ii) Melodic (diatonic scale, treble clef, bass clef)~~

~~(D) Identify visually and aurally:~~

~~(i) instrumental ensembles (marching band, symphony orchestra, jazz band).~~

~~(ii) families of orchestral instruments (strings, wood winds, brass, and percussion).~~

~~(iii) classification of voice ranges (soprano, alto, tenor, bass).~~

~~(E) Notate (written representation of music) simple pitch and rhythm patterns presented aurally (listening).~~

(2) **Standard - music history and culture.** The student will recognize the development of music from an historical and cultural perspective.

~~(A) Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.~~

~~(B) Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (patriotic, orchestral, band and folk).~~

~~(C) Recognize, describe and listen to music from a variety of:~~

~~(i) Styles (jazz, mariachi band, opera, musical, call response);~~

~~(ii) Periods (Baroque, Classical, Romantic, Impressionism and Contemporary);~~

~~(iii) Cultures including European, Native American, African American, Hispanic, and Asian.~~

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- (A) Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.
- (B) Recognize, describe and listen to music from a variety of:
- (i) Styles (jazz, mariachi band, opera, musical, call-response);
  - (ii) Periods (Baroque, Classical, Romantic, Impressionism and Contemporary);
  - (iii) Cultures including European, Native American, African American, Hispanic, and Asian.
- (C) Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (patriotic, orchestral, band and folk).
- (D) Identify and describe roles of musicians in various music settings and cultures.
- (3) **Standard - music expression.** The student will perform, compose, improvise and arrange a variety of music within specified guidelines.
- (A) ~~Perform basic tonal patterns and rhythm patterns on classroom instruments (autoharp, recorder, percussion instruments, and guitar).~~
- (B) ~~Demonstrate the ability to read music from basic notation (written representation of music).~~
- (C) ~~Compose music using a variety of electronic and computer sources.~~
- (D) ~~Respond physically or using classroom instruments to basic rhythm patterns (including triplets, dotted rhythms, syncopation).~~
- (E) ~~Perform and create melodies and accompaniments in solo or group ensembles through singing and playing instruments (e.g., four chord songs on autoharp).~~
- (F) ~~Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements (including syncopated patterns, beats and offbeats).~~
- (G) ~~Use a system for counting beat and rhythm patterns (rhythm syllables and body movement) to demonstrate knowledge of rhythms found in musical compositions.~~
- (H) ~~Identify uses of music in everyday life (film, television, background music, and commercials).~~
- (I) ~~Recognize and identify the appropriate ways to use the following elements of musical style:~~
- (i) ~~Dynamics—(piano, forte)~~
  - (ii) ~~Tempo—(allegro, lento, andante, moderato)~~
  - (iii) ~~Conducting patterns of simple meters (2/4, 3/4, 4/4, 6/8)~~
  - (iv) ~~Articulation (staccato, legato, accent)~~
- (A) Participate in music through singing (echo singing, rounds and partner songs) and/or playing instruments (body percussion and melodic ostinatos).
- (B) Match pitches, sing in tune (C-scale range) and use appropriate tone and expression.
- (C) Respond to the beat or rhythm in music by clapping, playing classroom instruments.
- (D) Play simple and syncopated rhythm patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
- (E) Play simple melodies on instruments, such as bells or xylophones.
- (F) While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).
- (G) Respond to unfinished short melodic patterns using voice or classroom instruments.
- (H) Perform solos and with groups.
- (I) Sing two-part rounds, partner songs/ostinatos
- (J) Identify uses of music in everyday life (film, television, background music, and commercials).
- (4) **Standard - music appreciation.** The student will learn to appreciate music and extend their listening beyond music currently familiar to the student.
- (A) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- (B) Demonstrate respect for music performed by the student and by other student and professional performers.
- (C) Use appropriate terms to explain preferences for musical works and styles.
- (D) Identify criteria for evaluating a musical composition or a musical performance.

### 210:15-3-120. The arts for grade 6

- (a) **Visual arts.**
- (1) **Standard - language of Visual art.** The student will identify Visual Art terms (i.e., still life, contour, composition, foreshortening foreground, perspective, etc.).
- (A) Describe and apply knowledge of the principles of design: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in his/her own art work, and the art works of others.
- (B) Describe and use the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art. Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, perspective, overlap, negative, positive, size, color) in his/her own art work, and the art works of others.
- (C) Compare works which are similar or different in expressive quality, composition, and style.
- (D) Discuss works of art of different media and styles beyond statements of mere preference.
- (2) **Standard - Visual art history and culture.** The student will recognize the development of visual art from a historical and cultural perspective.

- (A) Recognize and describe the cultural and ethnic traditions which have influenced the visual arts including European, American, Native American, African American, Hispanic, and Asian traditions.
- (B) Describe and place a variety of specific significant art objects by artist, style, and historical and cultural context.
- (C) Identify the variety of art forms used in business and industry, including advertising, television, and film.
- (D) Discuss the relationship that exists between visual art and other art forms such as music, dance, and drama.
- (E) Communicate in-depth knowledge gained through integrated study of a visual art theme, historical period, or event.
- (3) **Standard - Visual arts expression.** The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.
- (A) Make original works of art using a variety of materials (media), and techniques (skills), and sources for ideas.
- (B) Use observation, memory and imagination in making original works of art.
- (C) Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- (D) Apply knowledge of a basic art vocabulary through experiences in making original works of art.
- (E) Demonstrate a basic knowledge of media, techniques and processes in:
- (i) Painting
    - (I) media: tempera, watercolor, oil, and acrylic.
    - (II) processes: wet-on-wet, wet-on-dry, wash, resist, sponge.
  - (ii) Sculpture or Architecture
    - (I) media: paper, papier-mâché, clay, plaster, cardboard, wood, found objects, beads, sand, wire.
    - (II) processes: carving, constructing, and assembling.
  - (iii) Drawing
    - (I) media: pencils, colored pencils, markers, chalks, crayons, oil-pastels,
    - (II) processes: sketching, contour line, hatching, crosshatching,
  - (iv) Printmaking
    - (I) media: printing ink, styrofoam, stencil, found object.
    - (II) processes: relief, silkscreen, and monoprint.
  - (v) Fiber Arts
    - (I) media: cloth, yarn, ribbon, found objects, paper, and rope.
    - (II) processes: weaving, stitchery, braiding, and basketry.
- (4) **Standard - Visual art appreciation.** The student will appreciate visual art as a vehicle of human expression.
- (A) Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.
- (B) Demonstrate respect for their work and the work of others.
- (C) Demonstrate thoughtfulness and care in completion of artworks.
- (b) **General music.**
- (1) **Standard - language of music.** The student will read, notate and interpret music.
- (A) ~~Notate (written representation of music) simple pitch and rhythm patterns presented aurally (listening).~~
- (B) ~~Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness) and phrasing for expressive purpose in performing music.~~
- (C) ~~Identify basic notational symbols (written representation of music), including: treble and bass clef, time signatures (2/4, 3/4, 4/4, and 6/8); note values (whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests).~~
- (D) ~~Define and use correct terminology to identify and discuss the elements of music including:~~
- (i) ~~Melody (steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale [five tone scale]).~~
  - (ii) ~~Rhythm (steady beat, back beat, syncopation, triplets, dotted rhythms, 2/2 meter).~~
  - (iii) ~~Harmony (partner songs, rounds, descants, counter melody, descant, major and minor chords).~~
  - (iv) ~~Form (AB, ABA, round, rondo, theme and variations, introduction, coda, interlude, verse and refrain, prelude).~~
  - (v) ~~Tone color (opera, musical theater, duet, trio, quartet, chorus, voice ranges and instrument ranges).~~
  - (vi) ~~Pitch (range and register).~~
  - (vii) ~~Tempo—allegro (fast), lento (slow), andante (walking), moderato (moderate).~~
  - (viii) ~~Dynamics—forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft).~~
- (E) ~~Identify visually and aurally:~~
- (i) ~~instrumental ensembles (marching band, symphony orchestra, jazz band).~~
  - (ii) ~~families of orchestral instruments (strings, woodwinds, brass, and percussion).~~
  - (iii) ~~classification of voice ranges (soprano, alto, tenor, bass).~~
- (A) Define and use correct terminology to identify and discuss the elements of music including:
- (i) Melody (steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale [five-tone scale]).
  - (ii) Rhythm (steady beat, back beat, syncopation, triplets, dotted rhythms, 2/2 meter).

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(iii) Harmony (partner songs, rounds, descants, countermelody, descant, major and minor chords).

(iv) Form (AB, ABA, round, rondo, theme and variations, introduction, coda, interlude, verse and refrain, prelude).

(v) Tone color (opera, musical theater, duet, trio, quartet, chorus, voice ranges and instrument ranges).

(vi) Pitch (range and register).

(vii) Tempo - allegro (fast), lento (slow), andante (walking), moderato (moderate).

(viii) Dynamics - forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft).

(B) Identify basic notational symbols (written representation of music), including: treble and bass clef, time signatures (2/4, 3/4, 4/4, and 6/8); note values (whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests).

(C) Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness) and phrasing for expressive purpose in performing music.

(D) Identify visually and aurally:

(i) instrumental ensembles (marching band, symphony orchestra, jazz band).

(ii) families of orchestral instruments (strings, woodwinds, brass, and percussion).

(iii) classification of voice ranges (soprano, alto, tenor, bass).

(E) Notate (written representation of music) simple pitch and rhythm patterns presented aurally (listening).

(2) **Standard - music history and culture.** The student will recognize the development of music from an historical and cultural perspective.

(A) Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.

~~(B) Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (patriotic, orchestral, band and folk).~~

~~(C) Recognize, describe and listen to music from a variety of:~~

~~(i) Styles (jazz, mariachi band, opera, musical, call-response).~~

~~(ii) Periods (Baroque, Classical, Romantic, Impressionism and Contemporary).~~

~~(iii) Cultures including European, Native American, African American, Hispanic, and Asian.~~

~~(B) Recognize, describe and listen to music from a variety of:~~

~~(i) Styles (jazz, mariachi band, opera, musical, call-response).~~

~~(ii) Periods (Baroque, Classical, Romantic, Impressionism and Contemporary).~~

~~(iii) Cultures including European, Native American, African American, Hispanic, and Asian.~~

~~(C) Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (patriotic, orchestral, band and folk).~~

~~(D) Identify and describe the roles of musicians in various music settings and cultures.~~

(3) **Standard - music expression.** The student will perform, compose, improvise and arrange a variety of music within specified guidelines.

(A) Perform basic tonal patterns and rhythm patterns on classroom instruments (autoharp, recorder, percussion instruments, and guitar).

(B) Demonstrate the ability to read music from basic notation in treble or bass clef (e.g. folk songs, patriotic songs, etc.).

(C) Sing with an acceptable tone quality throughout his/her singing ranges or play an instrument with an acceptable tone quality throughout an appropriate range.

(D) Compose music using a variety of sound sources, including electronic and computer to compose music.

(E) Respond physically or using classroom instruments to basic rhythm patterns (including triplets, dotted rhythms, syncopation).

(F) Perform and create melodies and accompaniments in solo or group ensembles through singing and playing instruments (e.g. four-chord songs on autoharp).

(G) Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements (including syncopated patterns, beats and offbeats).

(H) Use a system for counting beat and rhythm patterns (rhythm syllables and body movement) to demonstrate knowledge of rhythms found in musical compositions.

(I) Identify uses of music in everyday life (film, television, background music, and commercials).

(J) Recognize and identify the appropriate ways to use the following elements of musical style:

(i) Dynamics - (piano, forte)

(ii) Tempo - (allegro, lento, andante, moderato)

(iii) Conducting patterns of simple meters (2/4, 3/4, 4/4, 6/8)

(iv) Articulation (staccato, legato, accent)

(4) **Standard - music appreciation.** The student will learn to appreciate music and extend their listening beyond music currently familiar to the student.

(A) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.

(B) Demonstrate respect for music performed by the student and by other students and professional performers.

- (C) Use appropriate terms to explain preferences for musical works and styles.
- (D) Identify criteria for evaluating a musical composition or a musical performance.

**210:15-3-121. The arts for grade 7**

(a) **Visual art.**

(1) **Standard - language of Visual art.** The student will identify Visual Art terms (i.e., architecture, collage, medium, perspective, symbol, etc.).

(A) Describe and apply knowledge of the principles of design: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in his/her own art work, and the art works of others.

(B) Describe and use the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art. Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, perspective, overlap, negative, positive, size, color) in his/her own art work, and the art works of others.

(C) Compare works which are similar or different in expressive quality, composition, and style.

(D) Discuss works of art of different media and styles beyond statements of mere preference.

(2) **Standard - Visual art history and culture.** The student will recognize the development of visual art from a historical and cultural perspective.

(A) Recognize and describe the cultural and ethnic traditions which have influenced the visual arts including European, American, Native American, African American, Hispanic, and Asian traditions.

(B) Identify and be familiar with a range of art works, identifying artist, culture and style from a historical context.

(C) Identify how the visual arts are used by artists in today's world, including the popular media of advertising, television, and film. (Illustrator, fashion designer, sculptor, display designer, painter, graphic designer, animator, photographer).

(D) Identify the relationship that exists between visual art and other art forms such as music, dance, and drama.

(3) **Standard - Visual art expression.** The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

(A) Use observation, memory and imagination in making original works of art.

(B) Assess and modify art work in progress based on an understanding of art materials and techniques.

(C) Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

(D) Depict three-dimensional qualities by overlapping planes, vertical position, size and color intensity, in original art work.

(E) Develop and apply skills and techniques using a variety of art media, and processes in making two- and three-dimensional works of art:

(i) **Ceramics**

(I) media: clay, modeling clay, clay substitutes, glazes, paint, stains.

(II) processes: pinch and pulled forms, slab, coil, incising, etc.

(ii) **Drawing**

(I) media: pencils, colored pencils, markers, chalks, crayons, oil-pastels,

(II) processes: sketching, contour line, hatching, crosshatching, stippling, rendering shading

(iii) **Fiber Arts**

(I) media: cloth, yarn, ribbon, found objects, paper, and rope.

(II) processes: weaving, stitchery, braiding, and basketry.

(iv) **Mixed Media**

(I) media: tissue paper, photos, found objects, foil, fiber, paint, paper, and magazines.

(II) processes: collage, bas-relief.

(v) **Painting**

(I) media: tempera, watercolor, oil, and acrylic.

(II) processes: wet-on-wet, wet-on-dry, wash, resist, sponge.

(vi) **Printmaking**

(I) media: printing ink, styrofoam, stencil, found object.

(II) processes: relief, silkscreen.

(vii) **Sculpture or Architecture**

(I) media: paper, papier-mâché, clay, plaster, cardboard, wood, found objects, beads, sand, wire.

(II) processes: carving, constructing, and assembling.

(4) **Standard - Visual art appreciation.** The student will appreciate visual art as a vehicle of human expression.

(A) Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.

(B) Demonstrate respect for their work and the work of others.

(C) Demonstrate thoughtfulness and care in completion of artworks.

(b) **General music.**

(1) **Standard - language of music.** The student will read, notate and interpret music.

~~(A) Notate (written representation of music) simple pitch and rhythm patterns presented aurally (listening).~~

~~(B) Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound~~

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quality), dynamics (degree of loudness) and phrasing for expressive purpose in performing music.

(C) Identify basic notational symbols (written representation of music), including: treble and bass clef, time signatures; (2/4, 3/4, 4/4, and 6/8); note values (whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests).

(D) Define and use correct terminology to identify and discuss the elements of music including:

(i) Melody (steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale [five tone scale], intervals, major and minor scale).

(ii) Rhythm (steady beat, back beat, syncopation, triplets, dotted rhythms, 2/2 meter).

(iii) Harmony (partner songs, rounds, descants, countermelody, major and minor chords).

(iv) Form (Unity and Variety, AB, ABA, round, rondo, theme and variations, march, introduction, coda, interlude, verse and refrain, prelude).

(v) Tone color (opera, musical theater, duet, trio, quartet, chorus, voice ranges and instrument ranges, a capella).

(vi) Pitch (range and register, change pitch with compositional devices such as imitation, inversion and transposition).

(vii) Tempo—allegro (fast), lento (slow), andante (walking), moderato (moderate).

(viii) Dynamics—forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft, crescendo and decrescendo).

(E) Identify visually and aurally:

(i) instrumental ensembles (marching band, symphony orchestra, jazz band);

(ii) families of orchestral instruments (strings, woodwinds, brass, and percussion);

(iii) Classification of voice ranges (soprano, alto, tenor, bass).

(A) Define and use correct terminology to identify and discuss the elements of music including:

(i) Melody (steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale [five-tone scale], intervals, major and minor scale).

(ii) Rhythm (steady beat, back beat, syncopation, triplets, dotted rhythms, 2/2 meter).

(iii) Harmony (partner songs, rounds, descants, countermelody, major and minor chords).

(iv) Form (Unity and Variety, AB, ABA, round, rondo, theme and variations, march, introduction, coda, interlude, verse and refrain, prelude).

(v) Tone color (opera, musical theater, duet, trio, quartet, chorus, voice ranges and instrument ranges, a capella).

(vi) Pitch (range and register, change pitch with compositional devices such as imitation, inversion and transposition).

(vii) Tempo - allegro (fast), lento (slow), andante (walking), moderato (moderate).

(viii) Dynamics - forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft, crescendo and decrescendo).

(B) Identify basic notational symbols (written representation of music), including: treble and bass clef, time signatures; (2/4, 3/4, 4/4, and 6/8); note values (whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests).

(C) Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness) and phrasing for expressive purpose in performing music.

(D) Identify visually and aurally:

(i) instrumental ensembles (marching band, symphony orchestra, jazz band);

(ii) families of orchestral instruments (strings, woodwinds, brass, and percussion);

(iii) Classification of voice ranges (soprano, alto, tenor, bass).

(E) Notate (written representation of music) simple pitch and rhythm patterns presented aurally (listening).

(2) **Standard - music history and culture.** The student will recognize the development of music from a historical and cultural perspective.

(A) Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.

(B) Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (patriotic, orchestral, band and folk).

(C) Recognize, describe and listen to music from a variety of:

(i) Styles (jazz, mariachi band, opera, musical, call response)

(ii) Periods (Baroque, Classical, Romantic, Impressionism and Contemporary)

(iii) Cultures including European, Native American, African American, Hispanic, and Asian.

(B) Recognize, describe and listen to music from a variety of:

(i) Styles (jazz, mariachi band, opera, musical, call-response)

(ii) Periods (Baroque, Classical, Romantic, Impressionism and Contemporary)

(iii) Cultures including European, Native American, African American, Hispanic, and Asian

(C) Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (patriotic, orchestral, band and folk).

(D) Identify and describe the roles of musicians in various music settings and cultures.

(3) **Standard - music expression.** The student will perform, compose, improvise and arrange a variety of music within specified guidelines.

(A) Perform basic tonal patterns and rhythm patterns on classroom instruments (autoharp, recorder, percussion instruments, and guitar).

(B) Demonstrate the ability to read music from basic notation in treble or bass clef (e.g., folk songs, patriotic songs).

(C) Sing with an acceptable tone quality throughout his/her singing ranges or play an instrument with an acceptable tone quality throughout an appropriate range.

(D) Compose music using a variety of electronic and computer sound sources.

(E) Respond physically or using classroom instruments to basic rhythm patterns (including triplets, dotted rhythms, syncopation).

(F) Perform and create melodies and accompaniments in solo or group ensembles through singing and playing instruments (e.g. four-chord songs on autoharp).

(G) Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements (including syncopated patterns, beats and offbeats).

(H) Use a system for counting beat and rhythm patterns (rhythm syllables and body movement) to demonstrate knowledge of rhythms found in musical compositions.

(I) Identify uses of music in everyday life (film, television, background music, and commercials).

(J) Recognize and identify the appropriate ways to use the following elements of musical style:

- (i) Dynamics - (piano, forte)
- (ii) Tempo - (allegro, lento, andante, moderato)
- (iii) Conducting patterns of simple meters (2/4, 3/4, 4/4, 6/8)
- (iv) Articulation (staccato, legato, accent)

(4) **Standard - music appreciation.** The student will learn to appreciate music and extend their listening beyond music currently familiar to the student.

(A) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.

(B) Demonstrate respect for music performed by the student and by other student and professional performers.

(C) Use appropriate terms to explain preferences for musical works and styles.

(D) Identify criteria for evaluating a musical composition or a musical performance.

**210:15-3-122. The arts for grade 8**

(a) **Visual art.**

(1) **Standard - language of Visual art.** The student will identify visual art terms (e.g., architecture, collage, medium, perspective, symbol, etc.).

(A) Identify and apply knowledge of the principles of design: rhythm, balance (symmetrical, asymmetrical, radial), contrast, movement, variety, center of interest (emphasis), and repetition in their own artwork, and the art works of others.

(B) Identify and apply the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art. Discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, one-, two-, and three-point perspective, overlap, negative, positive, size, color) in their own artwork, and the art works of others.

(C) Compare works which are similar or different in expressive quality, composition, and style.

(D) Discuss works of art of different media and styles beyond statements of mere preference.

(2) **Standard - Visual art history and culture.** The student will recognize the development of visual art from a historical and cultural perspective.

(A) Recognize and describe the cultural and ethnic traditions which have influenced the visual arts including European, American, Native American, African American, Hispanic, and Asian traditions.

(B) Explain the purpose of visual art and artists in history and culture.

(C) Identify how the visual arts are used by artists in today's world, including the popular media of advertising, television, and film (e.g., illustrator, fashion designer, sculptor, display designer, painter, graphic designer, animator, photographer).

(D) Identify the relationship that exists between visual art and other art forms such as music, dance, and drama.

(3) **Standard - Visual art expression.** The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

(A) Use observation, memory and imagination in making original works of art.

(B) Assess and modify art work in progress based on an understanding of art materials and techniques.

(C) Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

(D) Depict three-dimensional qualities by overlapping planes, vertical position, size and color intensity, in original art work.

(E) Develop and apply skills and techniques using a variety of art media, and processes in making two- and three-dimensional works of art.

(i) Ceramics:

(I) media: clay, modeling clay, clay substitutes, glazes, paint, stains.

(II) processes: pinch and pulled forms, slab, coil, incising, etc.

(ii) Drawing

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- (I) media: pencils, colored pencils, markers, chalks, crayons, oil-pastels,
  - (II) processes: sketching, contour line, hatching, crosshatching, stippling, rendering shading
  - (iii) Fiber Arts
    - (I) media: cloth, yarn, ribbon, found objects, paper, and rope
    - (II) processes: weaving, stitchery, braiding, and basketry.
  - (iv) Mixed Media
    - (I) media: tissue paper, photos, found objects, foil, fiber, paint, paper, magazines.
    - (II) processes: collage, bas-relief.
  - (v) Painting:
    - (I) media: tempera, watercolor, oil, and acrylic.
    - (II) processes: wet-on-wet, wet-on-dry, wash, resist, sponge.
  - (vi) Printmaking
    - (I) media: printing ink, styrofoam, stencil, found object.
    - (II) processes: relief, silkscreen.
  - (vii) Sculpture or Architecture
    - (I) media: paper, papier-mâché, clay, plaster, cardboard, wood, found objects, beads, sand, wire.
    - (II) processes: carving, constructing, and assembling .
- (4) **Standard - Visual art appreciation.** The student will appreciate visual art as a vehicle of human expression.
- (A) Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.
  - (B) Demonstrate respect for their work and the work of others.
  - (C) Demonstrate thoughtfulness and care in completion of artworks.
- (b) **General music.**
- (1) **Standard - language of music.** The student will read, notate and interpret music.
    - (A) ~~Notate (written representation of music) short melodies presented aurally (listening).~~
    - (B) ~~Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness) and melodic and rhythmic phrasing for expressive purpose in performing music.~~
    - (C) ~~Identify basic notational symbols (written representation of music), including: treble and bass clef, time signatures; (2/4, 3/4, 4/4, and 6/8); note values (whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests).~~
    - (D) ~~Define and use correct terminology to identify and discuss the elements of music including:~~
      - (i) ~~Melody (steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale [five tone scale], intervals, major and minor scale).~~
      - (ii) ~~Rhythm (steady beat, back beat, syncopation, triplets, dotted rhythms, 2/2 meter).~~
      - (iii) ~~Harmony (partner songs, rounds, descants, countermelody, major and minor chords, polyphony, harmony in thirds and sixths).~~
      - (iv) ~~Form (Unity and Variety, AB, ABA, round, rondo, theme and variations, march, introduction, coda, interlude, verse and refrain, prelude).~~
      - (v) ~~Tone color (opera, musical theater, duet, trio, quartet, chorus, voice ranges and instrument ranges, a capella and electronic tone color).~~
      - (vi) ~~Pitch (range and register, change pitch with compositional devices such as imitation, inversion and transposition).~~
      - (vii) ~~Tempo (allegro (fast), lento (slow), andante (walking), moderato (moderate)).~~
      - (viii) ~~Dynamics (forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft, crescendo and decrescendo).~~
- (E) ~~Identify visually and aurally:~~
- (i) ~~Instrumental ensembles (marching band, orchestra, jazz band).~~
  - (ii) ~~Families of orchestral instruments (strings, woodwinds, brass, and percussion).~~
  - (iii) ~~Classification of voice ranges (soprano, alto, tenor, bass).~~
- (A) Define and use correct terminology to identify and discuss the elements of music including:
- (i) Melody (steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale [five-tone scale], intervals, major and minor scale).
  - (ii) Rhythm (steady beat, back beat, syncopation, triplets, dotted rhythms, 2/2 meter).
  - (iii) Harmony (partner songs, rounds, descants, countermelody, major and minor chords, polyphony, harmony in thirds and sixths).
  - (iv) Form (Unity and Variety, AB, ABA, round, rondo, theme and variations, march, introduction, coda, interlude, verse and refrain, prelude).
  - (v) Tone color (opera, musical theater, duet, trio, quartet, chorus, voice ranges and instrument ranges, a capella and electronic tone color).
  - (vi) Pitch (range and register, change pitch with compositional devices such as imitation, inversion and transposition).
  - (vii) Tempo - allegro (fast), lento (slow), andante (walking), moderato (moderate).
  - (viii) Dynamics - forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft, crescendo and decrescendo).
- (B) Identify basic notational symbols (written representation of music), including: treble and bass clef, time signatures; (2/4, 3/4, 4/4, and 6/8); note values

(whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests).

(C) Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness) and melodic and rhythmic phrasing for expressive purpose in performing music.

(D) Identify visually and aurally:

(i) Instrumental ensembles (marching band, orchestra, jazz band).

(ii) Families of orchestral instruments (strings, woodwinds, brass, and percussion).

(iii) Classification of voice ranges (soprano, alto, tenor, bass).

(E) Notate (written representation of music) short melodies presented aurally (listening).

(2) **Standard - music history and culture.** The student will recognize the development of music from an historical and cultural perspective.

~~(A) Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.~~

~~(B) Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (patriotic, orchestral, band and folk).~~

~~(C) Recognize, describe and listen to music from a variety of:~~

~~(i) Styles (jazz, mariachi band, opera, musical, call-response);~~

~~(ii) Periods (Baroque, Classical, Romantic, Impressionism and Contemporary);~~

~~(iii) Cultures including European, Native American, African American, Hispanic, and Asian.~~

(A) Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.

(B) Recognize, describe and listen to music from a variety of:

(i) Styles (jazz, mariachi band, opera, musical, call-response);

(ii) Periods (Baroque, Classical, Romantic, Impressionism and Contemporary);

(iii) Cultures including European, Native American, African American, Hispanic, and Asian.

(C) Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (patriotic, orchestral, band and folk).

(D) Identify and describe the roles of musicians in various music settings and cultures.

(3) **Standard - music expression.** The student will perform, compose, improvise and arrange a variety of music within specified guidelines.

(A) Perform basic tonal patterns and rhythm patterns on classroom instruments (autoharp, recorder, percussion instruments, and guitar).

(B) Demonstrate the ability to read music from basic notation (written representation of music).

(C) Use a variety of sound sources, including electronic and computer to compose music.

(D) Respond physically or using classroom instruments to basic rhythm patterns.

(E) Perform in solo or group ensembles through singing and playing instruments.

(F) Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements.

(G) Use a system for counting beat and rhythm patterns (rhythm syllables and body movement) to demonstrate knowledge of rhythms found in musical compositions.

(H) Identify uses of music in everyday life (film, television, background music, and commercials).

(I) Recognize and identify the appropriate ways to use the following elements of musical style:

(i) Dynamics - (piano, forte)

(ii) Tempo - (allegro, lento, andante, moderato)

(iii) Conducting patterns of simple meters (2/4, 3/4, 4/4, 6/8)

(iv) Articulation (staccato, legato, accent)

(4) **Standard - music appreciation.** The student will learn to appreciate music and extend their listening beyond music currently familiar to the student.

(A) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.

(B) Demonstrate respect for music performed by the student and by other student and professional performers.

(C) Use appropriate terms to explain preferences for musical works and styles.

(D) Identify criteria for evaluating a musical composition or a musical performance.

*[OAR Docket #08-1255; filed 9-16-08]*

**TITLE 210. STATE DEPARTMENT OF  
EDUCATION  
CHAPTER 15. CURRICULUM AND  
INSTRUCTION**

*[OAR Docket #08-1254]*

**RULEMAKING ACTION:**  
EMERGENCY adoption

**RULES:**  
Subchapter 33. Celebrate Freedom Week  
210:15-33-2. Celebrate Freedom Week requirements [AMENDED]

**AUTHORITY:**  
70 O. S. § 3-104, State Board of Education

**DATES:**

**Adoption:**  
July 24, 2008

**Approved by Governor:**  
August 21, 2008

# Emergency Adoptions

**Effective:**

Immediately upon Governor's approval

**Expiration:**

Effective through July 14, 2009, unless superseded by another rule or disapproved by the Legislature.

**SUPERSEDED EMERGENCY ACTIONS:**

N/A

**INCORPORATIONS BY REFERENCE:**

N/A

**FINDING OF EMERGENCY:**

The purpose of the rule amendments is to comply with 70 O. S. § 24-252. Public schools are required to implement the rules beginning with the 2008-2009 school year.

**ANALYSIS:**

The proposed rule amendments relate to grade appropriate instruction during Celebrate Freedom Week.

**CONTACT PERSON:**

Connie Holland, 405-521-3308

**PURSUANT TO THE ACTIONS DESCRIBED HEREIN, THE FOLLOWING EMERGENCY RULES ARE CONSIDERED PROMULGATED AND EFFECTIVE UPON APPROVAL BY THE GOVERNOR AS SET FORTH IN 75 O. S., SECTION 253 (D):**

## SUBCHAPTER 33. CELEBRATE FREEDOM WEEK

**210:15-33-2. Celebrate Freedom Week requirements.**

(a) By December 31, 2007, each public school district in the state will include as a part of a social studies class, during Celebrate Freedom Week, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical contexts.

(b) The religious references in the writings of the founding fathers shall not be censored.

(c) The study of the Declaration of Independence will include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(d) During Celebrate Freedom Week students in grades three through twelve will study and recite the text quoted below:

- (1) "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed."
- (2) Students may be excused from the recitation of the text, if:

(A) The parent or guardian of the student submits to the school district a written request that the student be excused;

(B) As determined by the school district, the student has a conscientious objection to the recitation; or

(C) The student is a child of a representative of a foreign government to whom the United States government extends diplomatic immunity.

(e) The Oklahoma State Department of Education will provide a curriculum guide for public schools that identifies different levels of content and rigor for the grade-appropriate subject matter to be covered during Celebrate Freedom Week.

*[OAR Docket #08-1254; filed 9-16-08]*

## TITLE 210. STATE DEPARTMENT OF EDUCATION CHAPTER 30. SCHOOL FACILITIES AND TRANSPORTATION

*[OAR Docket #08-1253]*

**RULEMAKING ACTION:**

EMERGENCY adoption

**RULES:**

Subchapter 5. Transportation  
210:30-5-1. District operation and management [AMENDED]

**AUTHORITY:**

70 O. S. § 3-104, State Board of Education

**DATES:**

**Adoption:**

July 24, 2008

**Approved by Governor:**

August 21, 2008

**Effective:**

Immediately upon Governor's approval

**Expiration:**

Effective through July 14, 2009, unless superseded by another rule or disapproved by the Legislature.

**SUPERSEDED EMERGENCY ACTIONS:**

**Superseded rules:**

Subchapter 5. Transportation  
210:30-5-1. District operation and management [AMENDED]

**Gubernatorial approval:**

April 11, 2008

**Register publication:**

25 Ok Reg 1505

**Docket number:**

08-833

**INCORPORATIONS BY REFERENCE:**

N/A

**FINDING OF EMERGENCY:**

The rule amendments are considered emergency based upon the fact that used buses were sold to Oklahoma school districts which did not comply with the safety standards in existence for the date of manufacture.

**ANALYSIS:**

New school bus dealers submit certification to the Oklahoma State Department of Education that all new buses sold meet or exceed all national and state specifications and safety standards for the date of manufacture. These proposed rule amendments will prohibit school districts from purchasing used or previously owned buses unless they are certified to meet or exceed the specifications and safety standards for the date of manufacture. State Transportation Aid shall be withheld from any school district that purchases buses without the required certification.

**CONTACT PERSON:**

Connie Holland, 405-521-3308

**PURSUANT TO THE ACTIONS DESCRIBED HEREIN, THE FOLLOWING EMERGENCY RULES ARE CONSIDERED PROMULGATED AND EFFECTIVE UPON APPROVAL BY THE GOVERNOR AS SET FORTH IN 75 O. S., SECTION 253 (D):**

**SUBCHAPTER 5. TRANSPORTATION**

**210:30-5-1. District operation and management**

(a) **Administration.** The local superintendent and board of education shall be held responsible for applying these regulations to all pupil transportation under their administration and supervision. In keeping with this responsibility, each local board of education shall examine and periodically review the school district's bus fleet liability insurance coverage and its tort liability insurance coverage to assure such coverages are coordinated to protect the interest of the students, general public, and school district. Any school district maintaining a school may provide transportation with the approval of the State Board of Education.

(b) **Students.**

(1) A student must live in a school district authorized by law to furnish transportation.

(2) A student must live one and one-half (1 1/2) miles or more by commonly traveled road from the school attended. Students living less than one and one-half (1 1/2) miles from school may be transported, but shall not be counted in determining state aid.

(3) A normal school day consists of not less than six (6) hours, exclusive of lunch period, with the exception of the first and kindergarten grades. Transportation may be provided for kindergarten age students to and from school during the normally scheduled morning and evening bus operation. Districts desiring to provide additional transportation for kindergarten students at midday may do so at local district expense but it is not required.

(4) The local school district is responsible for providing transportation for an eligible special education student when transportation has been identified as "related service" necessary to enable the student to receive the educational services outlined in his/her Individualized Education Program (IEP).

(5) Students living in a school district not offering the grade which they are entitled to pursue are entitled to transportation to a school authorized by law to provide transportation to and from school provided they have been legally transferred and reside in the transportation area.

(c) **Activities.** All Oklahoma school districts shall develop policies and procedures authorizing transportation for extracurricular activities and community involvement purposes as authorized by 70 O.S. § 5-130.

(d) **Routes and boundaries.** All school bus routes shall be evaluated annually for safety and efficiency by the local school district supervisor of transportation or designee.

(1) **Boundaries.**

(A) A change in transportation area made after July 1, will not become effective until the next July 1, unless all boards of education affected agree to the proposed change.

(B) An elementary area that has been assigned to a high school transportation area may be changed to another high school transportation area by mutual

agreement, in writing, by the three (3) boards of education affected and the approval of the State Board of Education.

(C) A part or all of an elementary school district that is isolated from the remainder of the school district's transportation area because of topography or previous annexations to another high school district, may be changed from one high school district's transportation area to another high school district's transportation area if the State Board of Education determines the change should be made on the basis of good administration.

(D) When a dependent school district is surrounded by an independent school district, that district must be designated as the transportation area for the high school students.

(E) An independent school district's transportation route may extend into a dependent school district's territory to pick up students whose grade is not offered in the dependent district, ~~if the area is within its transportation area.~~

(F) Upon mutual agreement of two (2) school districts, a school district may cross a portion of another district provided the doors of the school bus are kept closed.

(2) **Petition for changing boundary lines.**

(A) Seventy percent (70%) of the legal voters residing in a district who have children eligible to attend a public school (grades K through 12) or who have children under the age of five (5) may petition the State Board of Education for an election to change any part or all of a district from one transportation area to another.

(B) The State Board of Education will approve a convenient date for an election, supply ballots, and send a representative to assist with the election.

(C) If fifty-one percent (51%) of all such legal voters in the district vote for the change, the election makes a good recommendation to the State Board of Education.

(3) **Changing areas, high school districts discontinued.** High school districts and/or elementary school districts that must be placed in one or more high school transportation area or areas because a high school has been discontinued may be placed in a transportation area or areas on the following basis:

(A) All or part of District "A" may be placed in the transportation area of high school District "B", whose transportation area is not adjacent to District "A", provided high school District "C", which has transportation area that separates District "A" from District "B" transportation area, appears to be in jeopardy of being discontinued itself, and provided the number of people in District "A", who want to be placed in the transportation area of District "B", justifies such an arrangement. People in District "A" requesting these arrangements to enable them to annex to District "B"

## Emergency Adoptions

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will be given much more consideration than those desiring to transfer only.

(B) No portion of a school district that is adjacent to a high school district's transportation area, but is separated from the high school area by a natural barrier, will be placed in the high school district's transportation area unless or until there is a road connecting the two (2) areas that is maintained in a manner that will justify the operation of a school bus over the road across the barrier.

(e) **School bus.**

(1) **Equipment.**

(A) Transportation equipment used to transport ten (10) or more public school children at one time shall meet all the minimum standards required for Types A, B, C, and D buses.

(B) Vehicles having a seating capacity of fewer than (10) passengers, excluding the operator, are not required to meet the State minimum standards for school buses.

(2) **School bus inspections.**

(A) A driver shall perform a daily pre-trip safety inspection of the vehicle. The inspection shall include brakes, lights, tires, exhaust system, gauges, windshield wipers, steering and fuel. The driver shall make a daily written report describing the condition of the bus and listing any deficiencies. This report is to remain on file with the local Chief Administrative Officer or designee for a period of ninety (90) days.

(B) A school district shall have each school bus mechanically inspected annually by an inspector approved by the Oklahoma State Department of Education.

(C) At least twice during each school year, each pupil who is transported in a school vehicle shall be instructed in safe riding practices, and participate in emergency evacuation drills. This instruction should be conducted during the first two weeks of each semester.

(3) **School bus inspector qualifications.**

(A) Any person licensed to inspect school buses by the Department of Public Safety under the Motor Vehicle Laws of Oklahoma prior to July 1, 2001, may be qualified to perform annual school bus inspections.

(B) Any person not meeting the qualifications as prescribed in (A) may be qualified to perform the annual school bus inspection by submitting proof to the Oklahoma State Department of Education that they meet the following qualifications:

(i) Two years experience as an automotive technician and certification by the Association for Automotive Service Excellence (ASE), or

(ii) Any person qualified to perform inspections under the Federal Motor Carrier Safety Act, appendix G.

(iii) Any person successfully completing an Inspector's Training Course approved by the Oklahoma State Department of Education.

(4) **Standards and school bus specifications.**

(A) The NATIONAL MINIMUM STANDARDS FOR SCHOOL BUSES applies to school bus construction and equipment. The Oklahoma State Board of Education has accepted the various methods bus manufacturers use to meet the requirements of these standards and all requirements under the Federal Motor Vehicle Safety Standards. (P.L. 89-563) The responsibility for compliance with Federal and State bus specifications rests with dealers and manufacturers.

(B) State Standards in addition to Federal Requirements also apply as follows:

(i) No school district may purchase any used or previously owned school bus unless the seller certifies prior to the sale, that the bus meets all safety standards and specifications for the date of manufacture of the used bus. Any school district that purchases a used or previously owned bus without the certification regarding compliance with standards shall forfeit their state transportation aid. The seller of any used or previously owned school bus shall certify to the local board of education that any such transportation equipment meets all Oklahoma and National Standards required for the date of its manufacture.

(ii) ~~School buses converted for purposes other than transporting pupils to or from school shall be painted a color other than national school bus yellow with loading lights disconnected.~~

(iii) ~~A church bus transports persons including school age children to and from religious services. The words "church bus" in letters not less than eight (8) inches in height shall be contained on the front and rear of the bus. Visual signals shall be used when the vehicle is stopped on the highway receiving or discharging passengers. Church buses used for the purpose of transporting children to and from schools shall be painted national school bus yellow.~~

(iv) ~~A copy of the invoice on all purchases of new chassis and/or bodies shall be submitted to the Transportation Officer of the State Department of Education.~~

(C) School districts that convert or have converted school buses to Liquefied Petroleum Gas (LPG) shall comply with safety standards prescribed by the National Fire Protection Association, Standard No. 58 (NFPA-58) and the Oklahoma Liquefied Petroleum Gas Administration. In order to insure safe installation and proper maintenance of equipment, all personnel must also meet the following existing requirements of the Oklahoma Liquefied Petroleum Gas Administration: "No person, firm, corporation, association, or other entity shall engage in the manufacturing, assembling, fabrication, installing, or selling of any system, container, or apparatus to be

used in this State in or for the transportation, storing, dispensing, or utilization of LPG, nor shall any transporter, distributor, or retailer of LPG store, dispense and/or transport over the highways of this State any LPG for use in this State in any system, container, apparatus, or appliance without having first obtained a permit to do so as provided..."

(f) **Special education.**

(1) **Loading responsibility.** The local school district is responsible for the special education child from the time the student is loaded at the "home curb" until returned and unloaded at the "home curb". The parent or their designee is responsible for "door-to-curb", "curb-to-door", and "street crossing" of the child to the designated loading and unloading point.

(2) **Extended boundaries.** Based upon mutual agreement between two participating school districts, a school district offering special education classes may extend its transportation program to include the transportation of students qualifying for special education in an adjacent school district which does not offer special education classes.

(g) **School bus driver certification.**

(1) **General criteria.**

(A) No board of education shall have authority to enter into any written contract with a school bus driver who does not hold a valid certificate issued by the State Board of Education authorizing said bus driver to operate a school bus.

(B) The State Board of Education requires all public school bus drivers to complete a school bus drivers training course approved by the State Department of Education to obtain a standard certificate.

(C) All school bus drivers must have not less than 20-40 vision (Snellen) in each eye and not less than 20-40 vision (Snellen) with both eyes and a minimum field of vision of 70 degrees horizontal median vision in each eye.

(D) Any person with diabetes requiring insulin by injection shall not be eligible for a school bus certificate.

(E) The use of tobacco by a school bus driver is not permitted during the operation of the bus while hauling pupils. The use of any intoxicating or non-intoxicating alcoholic beverage by the driver eight (8) hours prior to or during the operation of a school bus is strictly prohibited. The use of any controlled dangerous substance seventy-two (72) hours prior to or during the operation of a school bus is strictly prohibited. The possession of any controlled dangerous substance on a school bus is strictly prohibited.

(F) All school bus drivers shall have an annual health certificate signed by a physician licensed by this state filed in the office of the local Chief Administrative Officer or designee attesting that such physician has examined the applicant and that the applicant has no sign or symptoms of ill health, and is otherwise, from the observation of such physician,

physically and mentally capable of safely operating a school bus. As an alternative to the annual physical examination requirements for school bus drivers, school districts may adopt a policy that utilizes a biannual physical examination, provided the examination is in compliance with the physical qualifications and examination requirements of the Federal Motor Carrier Safety Act, Subpart E 391.41 to 391.50.

(G) Substitute and activity school bus drivers shall meet all the requirements prescribed for regular bus drivers.

(H) At a minimum, the Chief Administrative Officer or designee shall conduct an annual driving record check of all school bus drivers, including substitute and activity drivers. The Oklahoma State Department of Education shall be immediately notified of any violation(s) that make a school bus driver ineligible to hold an Oklahoma School Bus Driver's Certificate.

(2) **Certificate requirements.**

(A) The Chief Administrative Officer or designee shall certify to the State Department of Education that each applicant submitted for Standard Five-Year Certification:

- (i) Is at least 18 years of age.
- (ii) Has successfully completed a ~~twenty-four hour~~ special school bus drivers' course approved by the State Department of Education.
- (iii) Holds a valid Commercial Drivers license (CDL) appropriate for the type of vehicle driven with the proper endorsements required by the Department of Public Safety.
- (iv) Has not been convicted, plead guilty, or nolo contendere to a felony during the last ten years.
- (v) Has passed a driving record check, and no certificate shall be issued to any person who, within the preceding three years:

(I) Has had a license suspended or revoked, canceled or withdrawn pursuant to the Implied Consent Laws at 47 O.S. §751 et seq.

(II) Has a conviction for a violation of 47 O.S. §11-902 which includes driving, operating or being in actual physical control of a vehicle while under the influence of alcohol or any intoxicating drug.

(III) Has been convicted or plead guilty to a violation of 47 O.S. §761, operating a motor vehicle while impaired by consumption of alcohol.

(IV) Has been convicted of any municipal violation of driving under the influence of alcohol or drugs or operating a motor vehicle while impaired or being in actual physical control of a motor vehicle while impaired.

(V) Has had four or more traffic violations. (excluding parking violations)

(B) The Chief Administrative Officer or designee shall certify to the State Department of Education that

## Emergency Adoptions

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the applicant for an Emergency One-Year School Bus Driver Certificate (Not Renewable).

- (i) Is at least 18 years of age.
  - (ii) Holds a valid Commercial Drivers License with the proper endorsements required by the Department of Public Safety.
- (C) Requirements for Renewal of the Standard Five-Year Certificate include:
- (i) Every five years, each driver shall have successfully completed 4 hours per year of inservice training approved by the State Department of Education.
  - (ii) The local Chief Administrative Officer or designee shall certify to the State Department

of Education that the applicant meets all requirements for standard certification, [47 O.S. § 15-109]

- (iii) Each applicant has a health certificate on file signed by a licensed physician and meets all vision requirements and is not dependent upon insulin by injection,
- (iv) Each applicant has not been convicted or plead guilty of a felony in the last ten years, and
- (v) A driving record has been checked and meets State Board of Education requirements for certification.

*[OAR Docket #08-1253; filed 9-16-08]*

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# Executive Orders

As required by 75 O.S., Sections 255 and 256, Executive Orders issued by the Governor of Oklahoma are published in both the *Oklahoma Register* and the *Oklahoma Administrative Code*. Executive Orders are codified in Title 1 of the *Oklahoma Administrative Code*.

Pursuant to 75 O.S., Section 256(B)(3), "Executive Orders of previous gubernatorial administrations shall terminate ninety (90) calendar days following the inauguration of the next Governor unless otherwise terminated or continued during that time by Executive Order."

## TITLE 1. EXECUTIVE ORDERS

**1:2008-38.**

### EXECUTIVE ORDER 2008-38

I, Brad Henry, Governor of the State of Oklahoma, pursuant to the power vested in me by Section 2 of Article VI of the Oklahoma Constitution, hereby declare the following:

1. Tornadoes, severe storms and flooding beginning September 11, 2008, and continuing have caused extensive damage to public and private properties within the State of Oklahoma; and said damages have caused an undue hardship on the citizens of this state.
2. It may be necessary to provide for the rendering of mutual aid assistance among the State and political subdivisions of the State with respect to carrying out disaster emergency functions during the continuance of the State emergency pursuant to the provisions of the Oklahoma Emergency Management Act of 2003.
3. There is hereby declared a disaster emergency caused by the tornadoes, severe storms and flooding in the State of Oklahoma that threatens the lives and property of the people of this State and the public's peace, health and safety. The counties included in this declaration are:

Alfalfa, Beckham, Blaine, Custer, Dewey, Ellis, Greer, Grant, Harmon, Harper, Jackson, Kay, Kingfisher, Kiowa, Major, Noble, Wagoner, Washita, Woods and Woodward.

This declaration may be amended to add counties as conditions warrant.

4. The State Emergency Operations Plan has been activated and resources of all State departments and agencies available to meet this emergency are hereby committed to the reasonable extent necessary to protect lives and to prevent, minimize, and repair injury and damage. These efforts shall be coordinated by the Director of the Department of Emergency Management with comparable functions of the federal government and political subdivisions of the State.
5. State agencies, in responding to this disaster emergency, may make necessary emergency acquisitions to fulfill the purposes of this proclamation without regard to limitations or bidding requirements on such acquisitions.

6. This Executive Order shall terminate at the end of thirty (30) days.

Copies of this Executive Order shall be distributed to the Director of Emergency Management who shall cause the provisions of this order to be implemented by all appropriate agencies of state government.

IN WITNESS WHEREOF, I have set my hand and caused the Great Seal of the State of Oklahoma to be affixed at Oklahoma City, this 15th day of September, 2008.

BY THE GOVERNOR OF THE  
STATE OF OKLAHOMA

Brad Henry

ATTEST:  
M. Susan Savage  
Secretary of State

[OAR Docket #08-1257; filed 9-17-08]

**1:2008-39.**

### EXECUTIVE ORDER 2008-39

I, Brad Henry, Governor of the State of Oklahoma, pursuant to the power vested in me by Sections 1 and 2 of Article VI of the Oklahoma Constitution and 63 O.S. 683.1 *et seq.*, hereby declare that, because of the state of emergency existing in the State of Texas due to Hurricane Ike, it is necessary to assist and expedite all efforts of storm relief. In order to accommodate this need and to provide assistance to the citizens of Texas in this extraordinary situation, I hereby order temporary suspension of the following as they apply to vehicles used in the support efforts:

1. The requirements contained in the Federal Motor Carrier Safety Regulations, CFR 49, Parts 390-399 under the authority of CFR 49, Part 390.23. All other regulations in CFR 49 shall apply.

This Executive Order shall be effective until the end of thirty (30) days after the filing of this order. This order shall be forwarded to the Oklahoma Corporation Commission, the

## Executive Orders

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Oklahoma Tax Commission and the Commissioner of Public Safety, who shall cause the provisions of this order to be implemented by all appropriate agencies of the State of Oklahoma.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Oklahoma to be affixed at Oklahoma City, this 15th day of September, 2008.

BY THE GOVERNOR OF THE  
STATE OF OKLAHOMA

Brad Henry

ATTEST:  
M. Susan Savage  
Secretary of State

*[OAR Docket #08-1258; filed 9-17-08]*

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**1:2008-40.**

### EXECUTIVE ORDER 2008-40

I, Brad Henry, Governor of the State of Oklahoma, hereby direct the appropriate steps be taken to fly all American and Oklahoma flags on State property at half-staff from 8:00 a.m. until 5:00 p.m. on Thursday, September 18, 2008, to honor Jim Holt, an Oklahoma resident, who died on Saturday, September 13, 2008, at age 67.

Representative Jim Holt was a dedicated public servant and a leader in Oklahoma and in Ponca City. During his 22 years in the Oklahoma House of Representatives, Representative Holt championed the rights of grandparents and saw important transportation projects funded and completed, all while faithfully representing the needs of his constituents.

This executive order shall be forwarded to the Director of Central Services who shall cause the provisions of this order to be implemented by all appropriate agencies of state government.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Oklahoma to be affixed at Oklahoma City, Oklahoma, this 16th day of September, 2008.

BY THE GOVERNOR OF THE  
STATE OF OKLAHOMA

Brad Henry

ATTEST:  
M. Susan Savage  
Secretary of State

*[OAR Docket #08-1259; filed 9-17-08]*

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**1:2008-41.**

### EXECUTIVE ORDER 2008-41

I, Brad Henry, Governor of the State of Oklahoma, hereby direct the appropriate steps be taken to fly all American and Oklahoma flags on State property at half-staff from 8:00 a.m. until 5:00 p.m. on Saturday, September 27, 2008 to honor Staff Sergeant Brandon W. Farley an Oklahoma resident, who died on Thursday, September 18, 2008, at age 30 while serving in Afghanistan.

This executive order shall be forwarded to the Director of Central Services who shall cause the provisions of this order to be implemented by all appropriate agencies of state government.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Oklahoma to be affixed at Oklahoma City, Oklahoma, this 25th day of September, 2008.

BY THE GOVERNOR OF THE  
STATE OF OKLAHOMA

Brad Henry

ATTEST:  
M. Susan Savage  
Secretary of State

*[OAR Docket #08-1261; filed 9-29-08]*

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**1:2008-42.**

### EXECUTIVE ORDER 2008-42

I, Brad Henry, Governor of the State of Oklahoma, hereby direct the appropriate steps be taken to fly all American and Oklahoma flags on State property at half-staff from 8:00 a.m. until 5:00 p.m. on Saturday, September 27, 2008 to honor Corporal Michael E. Thompson an Oklahoma resident, who died on Thursday, September 18, 2008, at age 23 while serving in Iraq.

This executive order shall be forwarded to the Director of Central Services who shall cause the provisions of this order to be implemented by all appropriate agencies of state government.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Oklahoma to be affixed at Oklahoma City, Oklahoma, this 26th day of September, 2008.

BY THE GOVERNOR OF THE  
STATE OF OKLAHOMA

Brad Henry

ATTEST:  
M. Susan Savage  
Secretary of State

*[OAR Docket #08-1262; filed 9-29-08]*

**1:2008-43.**

**EXECUTIVE ORDER 2008-43**

I, Brad Henry, Governor of the State of Oklahoma, hereby direct the appropriate steps be taken to fly all American and Oklahoma flags on State property at half-staff from 8:00 a.m. until 5:00 p.m. on Sunday, September 28, 2008 to honor Chief Warrant Officer Brady J. Rudolf an Oklahoma resident, who died on Thursday, September 18, 2008, at age 37 while serving in Iraq.

This executive order shall be forwarded to the Director of Central Services who shall cause the provisions of this order to be implemented by all appropriate agencies of state government.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Oklahoma to be affixed at Oklahoma City, Oklahoma, this 26th day of September, 2008.

BY THE GOVERNOR OF THE  
STATE OF OKLAHOMA

Brad Henry

ATTEST:  
M. Susan Savage  
Secretary of State

*[OAR Docket #08-1263; filed 9-29-08]*

**1:2008-44.**

**EXECUTIVE ORDER 2008-44**

I, Brad Henry, Governor of the State of Oklahoma, hereby direct the appropriate steps be taken to fly all American and Oklahoma flags on State property at half-staff from 8:00 a.m. until 5:00 p.m. on Saturday, October 4, 2008 to honor Sergeant Daniel M. Eshbaugh an Oklahoma resident, who died on Thursday, September 18, 2008, at age 43 while serving in Iraq.

This executive order shall be forwarded to the Director of Central Services who shall cause the provisions of this order to be implemented by all appropriate agencies of state government.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Oklahoma to be affixed at Oklahoma City, Oklahoma, this 26th day of September, 2008.

BY THE GOVERNOR OF THE  
STATE OF OKLAHOMA

Brad Henry

ATTEST:  
M. Susan Savage  
Secretary of State

*[OAR Docket #08-1264; filed 9-29-08]*

**1:2008-45.**

**EXECUTIVE ORDER 2008-45**

I, Brad Henry, Governor of the State of Oklahoma, pursuant to the authority vested in me by Sections 1 and 2 of Article VI of the Oklahoma Constitution and the Oklahoma Homeland Security Act, 74 O.S. §§ 51, *et seq.*, hereby direct and order as follows:

The Oklahoma Homeland Security Director is hereby designated as the Program Manager for the Citizen Corps Program in the State of Oklahoma, superseding Executive Order 2003-16.

The United States Department of Homeland Security has identified "Community Preparedness: Strengthening Planning and Citizen Capabilities" as one of the eight national priorities. The Citizen Corps Program is one of the few grant programs awarded by the United States Department of Homeland Security to provide funding specifically to assist in the preparedness of our communities and our citizens. The mission of the Citizen Corps Program is to bring together community and government leaders to coordinate community involvement in emergency preparedness, planning, mitigation, response and recovery.

The Oklahoma Office of Homeland Security is directed to implement and manage the Citizen Corps Program on behalf of the state of Oklahoma. The Oklahoma Office of Homeland Security is currently spearheading preparedness efforts through its highly successful "Ready Oklahoma" campaign and National Preparedness Month each September. Citizen Corps will provide another opportunity to strengthen citizen capabilities and emergency preparedness.

I further direct the Oklahoma Office of Homeland Security to reestablish the Oklahoma Citizen Corps State Advisory

## Executive Orders

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Council. The Oklahoma Citizen Corps State Advisory Council may include, but shall not be limited to, representatives from: emergency management, law enforcement, fire service, public health, the private sector, private non-profits, non-governmental organizations, advocacy groups for special needs populations, existing successful local Citizen Corps programs, and the Metropolitan Medical Response System (MMRS).

This Executive Order shall be distributed to the Oklahoma Homeland Security Director for immediate implementation.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Oklahoma to be affixed at Oklahoma City, Oklahoma, this 26th day of September, 2008.

BY THE GOVERNOR OF THE  
STATE OF OKLAHOMA

Brad Henry

ATTEST:  
M. Susan Savage  
Secretary of State

*[OAR Docket #08-1265; filed 9-29-08]*

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