

Visual Art Department

Indian Hill Exempted Village School District

Curriculum Outline - Grades 5 – 8

Standard I: Historical, Cultural, and Social Contexts

Benchmark A. Compare and contrast the distinctive characteristics of art forms from various cultural, historical, and social contexts.

- Indicator 1. Identify visual forms of expression found in different cultures. Grade 5
- Indicator 2. Compare and contrast art forms from various regions and cultural traditions of North America. Grade 5
- Indicator 3. Compare and contrast visual forms of expression found throughout different regions and cultures of the world. Grade 6
- Indicator 4. Identify universal themes conveyed in artworks across various times and cultures (e.g., family, good versus evil, and heroism). Grade 6
- Indicator 5. Use multiple sources to research various art forms used for social, cultural, or political purposes. Grade 7
- Indicator 6. Describe how the same subject matter is represented differently in works of art across cultures and time periods (e.g., portrait, landscape, and still life). Grade 7
- Indicator 7. Explain how social, cultural, and political factors affect what artists, architects, or designers create. Grade 8
- Indicator 8. Discuss the role and function of art objects within cultures (e.g., furniture, tableware, jewelry, and pottery). Grade 8

Benchmark B. Create a work of art which incorporates the style or characteristics of artwork from a culture other than their own.

- Indicator 1. Compare and contrast the artistic styles observed in artwork from various cultures. Grade 5
- Indicator 2. Demonstrate the way art materials are used by artists to create different styles (e.g., paint applied spontaneously in expressionism and more carefully in minimalism). Grade 5
- Indicator 3. Analyze and demonstrate the stylistic characteristics of culturally representative artworks. Grade 6
- Indicator 4. Provide insight into the factors that might influence the development of an artist's style and work (e.g., personal experience, interest, cultural heritage, and gender). Grade 7
- Indicator 5. Identify artworks that make a social or political comment and explain the messages they convey. Grade 8

Benchmark C. Demonstrate knowledge of historical influences on contemporary works of art and make predictions about influences on the future of visual art.

- Indicator 1. Examine how social, environmental, or political issues affect design choices (e.g., architecture, public art, and fashion). Grade 5
- Indicator 2. Investigate the roles and relationships between artists and patrons and explain the effect on the creation of works of art. Grade 6
- Indicator 3. List sources of visual culture in society (e.g., television, museums, movie theaters, internet, and shopping malls). Grade 7

- Indicator 4. Identify examples of visual culture (e.g., advertising, political cartoons, product design and theme parks) and discuss how visual culture is used to shape people’s tastes, choices, values, lifestyles, buying habits, and opinions. Grade 8
- Indicator 5. Consider and discuss how contemporary artworks contribute to and influence the future of art. Grade 8

Benchmark D. Research culturally or historically significant works of art and discuss their roles in society, culture, or politics.

- Indicator 1. Explain how art galleries, museums, and public art contribute to the documentation and preservation of art history. Grade 5
- Indicator 2. Describe the lives, works, and impact of key visual artists in a selected period of United States History. Grade 5
- Indicator 3. Research the role of visual art in selected periods of history using a variety of primary and secondary sources (e.g., print, electronic media, and interviews with a museum curator). Grade 6
- Indicator 4. Select and organize artworks from the same historical period and analyze the relationships between the works. Grade 7
- Indicator 5. Create a visual product that reflects current, cultural influences. Grade 7
- Indicator 6. Relate major works of art throughout time to the appropriate historical period or artistic movement. Grade 8

Standard II: Creative Expression and Communication

Benchmark A. Apply knowledge of materials, tools, media, techniques, and processes to communicate subject matter, themes, or ideas in a variety of visual forms.

- Indicator 1. Use observational and technical skills to achieve the illusion of depth in two-dimensional space (e.g., value, perspective, and placement of objects). Grade 5
- Indicator 2. Explore different approaches to creating art (e.g., by artist, style, or historical period). Grade 5
- Indicator 3. Demonstrate skill in changing (e.g., exaggerating and transforming) natural forms for expressive purposes. Grade 6
- Indicator 4. Recognize and identify the qualities and characteristics of craftsmanship in a work of art. Grade 6
- Indicator 5. Demonstrate a variety of techniques to create the illusion of depth. Grade 7
- Indicator 6. Apply the principles of design to construct a three-dimensional piece of artwork. Grade 7
- Indicator 7. Identify and apply criteria to assess content and craftsmanship in their works. Grade 8

Benchmark B. Create two- and three-dimensional original artwork that demonstrates personal visual expression and communication.

- Indicator 1. Identify and communicate sources of ideas for their artworks (e.g., personal experience, interests, nature, or common objects). Grade 5
- Indicator 2. Explore ways that art-making functions as a means of personal identification and expression. Grade 6
- Indicator 3. Use observation, life experiences, and imagination as sources for visual symbols and images. Grade 6
- Indicator 4. Use a variety of sources to generate original ideas for art-making. Grade 7
- Indicator 5. Demonstrate an enhanced level of craftsmanship in original two- and three- dimensional art products. Grade 8

Benchmark C. Achieve artistic purpose and communicate intent by selection and use of appropriate media.

- Indicator 1. Apply problem-solving strategies to improve the creation of artwork. Grade 5
- Indicator 2. Select and use appropriate materials and tools to solve an artistic problem. Grade 6
- Indicator 3. Apply observation skills to refine and improve the visual representation in their artworks (e.g., add details, improve proportion, create distinctive images, and coordinate objects spatially). Grade 7
- Indicator 4. Experiment with style and demonstrate how the same subject can be portrayed in different ways (e.g., a self portrait interpreted in expressionism and through abstraction). Grade 8

Benchmark D. Use current, available technology to refine an idea and create an original, imaginative work of art.

- Indicator 1. Use current, available technology to explore imagery and create visual effects. Grade 5
- Indicator 2. Use current, available technology to create original artworks. Grade 6
- Indicator 3. Use current, available technology as the primary medium to create an original work of art. Grade 7
- Indicator 4. Demonstrate increased technological skill by using more complex processes to design and create two- and three-dimensional artworks. Grade 8

Benchmark E. Identify and explain reasons to support artistic decisions in the creation of art work.

- Indicator 1. Identify reasons for personal, artistic decisions. Grade 5
- Indicator 2. Identify and defend artistic decisions using appropriate visual art vocabulary. Grade 6
- Indicator 3. Improve craftsmanship and refine ideas in response to feedback and self-assessment. Grade 7
- Indicator 4. Explain and defend their artistic decisions using appropriate visual art vocabulary. Grade 8

Standard III: Analyzing and Responding

Benchmark A. Apply the strategies of art criticism to describe, analyze, and interpret selected works of art.

- Indicator 1. Compare and analyze how art elements and principles are used for expressive purposes (e.g., strong mood, explosive shapes, and rhythmic pattern). Grade 5
- Indicator 2. Compare the works of different artists on the basis of distinctive characteristics (e.g., functional / nonfunctional and representational / abstract). Grade 5
- Indicator 3. Explain and discuss multiple meanings in selected artworks. Grade 5
- Indicator 4. Use Appropriate vocabulary to identify the content in works of art created for different purposes (e.g., utilitarian, decorative, and societal). Grade 6
- Indicator 5. Explain how art elements and principles are used in artworks to produce certain effects (e.g., dynamic tension, textured surfaces, patterns, and designs). Grade 6
- Indicator 6. Use appropriate vocabulary to explain how techniques, materials, and methods used by artists affect what the artwork communicates. Grade 7
- Indicator 7. Use appropriate vocabulary to explain how the elements and principles of art communicate different meanings. Grade 7
- Indicator 8. Observe a selected work of art and explain how the artist's choice of media related to the ideas and images in the work. Grade 8
- Indicator 9. Identify professions that use art criticism (e.g., artist, museum curator, art critic, and art appraiser). Grade 8

Benchmark B. Present and support an individual interpretation of a work of art.

- Indicator 1. Apply observation and analysis skills to derive meaning in a selected artwork and explain their thought processes. Grade 5
- Indicator 2. Interpret selected works of art based on the visual clues in the works. Grade 6
- Indicator 3. Identify innovative approaches and techniques used by artists and provide examples of their cultural and social significance. Grade 6
- Indicator 4. Interpret a work of art by analyzing the effects of history and culture on the work. Grade 7
- Indicator 5. Explain how personal experience influences their opinions of artworks. Grade 8

Benchmark C. Establish and use criteria for making judgments about works of art.

- Indicator 1. Use specific criteria individually and in groups to assess works of art. Grade 5
- Indicator 2. Use criteria for self-assessment and to select and organize works of art for a portfolio. Grade 6
- Indicator 3. Develop and use criteria to guide their reflections on a body of their own artworks. Grade 7
- Indicator 4. Analyze and discuss qualities in the artwork of peers to better understand the qualities in their own artworks. Grade 8

Standard IV : Valuing the Arts / Aesthetic Reflection

Benchmark A. Demonstrate aesthetic inquiry and reflection skills when participating in discussions about the nature and value of art.

- Indicator 1. Pose questions that can be answered by an aesthetic study of artworks. Grade 5
- Indicator 2. Recognize that different assumptions and theories of art lead to different interpretations of artworks. Grade 5
- Indicator 3. Explain what makes an object a work of art using a range of criteria (e.g., the feeling it evokes, the artist's style and choice of materials, or the subject matter). Grade 6
- Indicator 4. Reflect on and generate a personal theory for how visual art should be viewed, interpreted, and valued. Grade 6
- Indicator 5. Observe selected artworks and describe the visual features and sensory qualities that evoke feelings and emotions. Grade 7
- Indicator 6. Recognize how reflection can change beliefs about the nature and value of art. Grade 8
- Indicator 7. Articulate an understanding of different aesthetic theories related to viewing and interpreting artworks (e.g., formal, expressive, and contextual). Grade 8

Benchmark B. Analyze diverse points of view about artworks and explain the factors that shape various perspectives.

- Indicator 1. Explain how personal experience can influence choosing one artwork over another. Grade 5
- Indicator 2. Describe how culture, age, gender, and attitude can affect a person's viewpoint on and response to visual art. Grade 6
- Indicator 3. Ask clarifying questions to explain diverse viewpoints about selected works of art. Grade 7
- Indicator 4. Compare their viewpoints about a selected work of art with the point of view of the artist who created the work. Grade 8

Standard V:Connections, Relationships, and Applications

Benchmark A. Demonstrate the role of visual art in solving an interdisciplinary problem.

- Indicator 1. Compare and contrast how visual art is used in musical, theatrical, or dance productions and provide examples. Grade 5
- Indicator 2. Collaborate with peers to depict major events in a selected decade of the 19th century. Grade 6
- Indicator 3. Create artwork that expresses a personal comment about a social, environmental, or political issue (e.g., a satirical drawing, political cartoon, or advertising campaign). Grade 7
- Indicator 4. Demonstrate different visual forms of representation for the same topic or theme (e.g., expressive, graphic, and scientific). Grade 8

Benchmark B. Apply and combine visual art, research, and technology skills to communicate ideas in visual form.

- Indicator 1. Use technology to conduct information searches, research topics, and explore connections for arts integrated study. Grade 5
- Indicator 2. Use computer skills to organize and visually display quantitative information on a chart, map, or graph. Grade 6
- Indicator 3. Apply computer skills to explore and create a range of visual effects to enhance projects and presentations. Grade 7
- Indicator 4. Achieve an effective balance between creating computer-generated images and drawing their own original images. Grade 8

Benchmark C. Use key concepts, issues, and themes to connect visual art to various content areas.

- Indicator 1. Use artwork to communicate and enhance understanding of concepts in other subject areas (e.g. science, English language arts, mathematics, and social studies). Grade 5
- Indicator 2. Compare the ways that selected ideas and concepts are communicated through the perspective of visual art and through the perspective of other academic disciplines. Grade 6
- Indicator 3. Demonstrate understanding of the relationship between words and images by applying text to images and images to text (e.g., write descriptions of their artwork and illustrate a scene from a literary work). Grade 7
- Indicator 4. Collaborate (e.g., with peers or a community artist) to create a thematic work that incorporates visual art. Grade 8

Benchmark D. Use words and images to explain the role of visual art in community and cultural traditions and events.

- Indicator 1. Investigate the types of cultural objects artists create and their role in our everyday environment. Grade 5
- Indicator 2. Describe the function of art in daily life of their communities and cultures. Grade 6
- Indicator 3. Identify the ways in which science and technology influence the development of art in various cultures. Grade 6
- Indicator 4. Describe how experiences in galleries, museums, and other cultural institutions can enhance daily life. Grade 7
- Indicator 5. Identify how aspects of culture influence ritual and social artwork. Grade 8
- Indicator 6. Explore ways to communicate and support the importance of art in their local communities (e.g., become an arts advocate, a volunteer or member of a professional arts organization or patron of the arts). Grade 8