

## **Indiana Academic Standards: *Spotlight: African Art***

### **1st Grade**

#### Visual Art

- 1.1.1 Understand that art reflects the culture of its origin.
- 1.1.2 Identify works of art and artifacts used in the customs, festivals, and celebrations of various cultures.
- 1.3.3 Use appropriate art vocabulary.
- 1.4.1 Listen to a critic, artist, or historian talk about art.

#### Language Arts

- 1.7.1 Listen attentively.
- 1.7.2 Ask questions for clarification and understanding.

### **2nd Grade**

#### Visual Art

- 2.1.1 Identify connections between works of art and artifacts and the culture from which they originated.
- 2.1.2 Identify works of art and artifacts used in celebrations, festivals, and customs from selected cultures and describe their function.
- 2.3.3 Use appropriate art vocabulary.
- 2.4.1 Listen to a critic speak about art and identify his or her point of view.
- 2.11.1 Identify the roles of artists, docents, and guards at museums and galleries.

#### Social Studies

- 2.1.1 Listen to historical stories and compare daily life in the past and present.
- 2.5.2 Explain how individuals are members of many different groups and compare and contrast the expectations of behavior in different groups.
- 2.5.3 Compare the ways people learn traditions in different cultures.

#### Language Arts

- 2.7.1 Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy).
- 2.7.2 Ask for clarification and explanation of stories and ideas.
- 2.7.3 Paraphrase (restate in own words) information that has been shared orally by others.

### **3rd Grade**

#### Visual Art

- 3.1.1 Identify visual clues in works of art and artifacts that reflect characteristics of a given culture and speculate on where, when, and by whom the work was made.
- 3.1.2 Speculate on the function or purpose of a work of art and make connections to the culture.
- 3.3.3 Use appropriate art vocabulary.
- 3.11.1 Identify the roles of artists, docents, guards, and curators at museums and galleries.

#### Social Studies

- 3.5.3 Examine the contributions of individual artists (painters, sculptors, writers, musicians, and traditional artists) in enriching the culture of the community.

## Language Arts

- 3.7.1 Retell, paraphrase, and explain what a speaker has said.
- 3.7.2 Connect and relate experiences and ideas to those of a speaker.
- 3.7.3 Answer questions completely and appropriately.

## **4th Grade**

### Visual Art

- 4.2.1 Recognize and be familiar with selected works of art from various cultures and identify artist and culture.
- 4.2.2 Identify styles of works of art as belonging to a specific culture and place.
- 4.2.3 Distinguish between contemporary and traditional works of art and identify characteristics of both.
- 4.3.3 Use appropriate art vocabulary.

## Language Arts

- 4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.
- 4.7.2 Summarize major ideas and supporting evidence presented in spoken presentations.

## Social Studies

- 4.5.1 Identify ways that social groups influence individual behavior and responsibilities.

## **5th Grade**

### Visual Art

- 5.1.2 Identify and compare works of art and artifacts with similar functions.
- 5.1.3 Identify themes and symbols used in works of art and artifacts throughout history that portray universal ideas and beliefs.
- 5.2.1 Identify and be familiar with a range of selected works of art identifying artists, culture, style, and period.
- 5.3.3 Use appropriate art vocabulary.

## Language Arts

- 5.7.1 Ask questions that seek information not already discussed.
- 5.7.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.

## **6th Grade**

### Visual Art

- 6.1.1 Analyze the relationship between a work of art and the history, geography, and technology of the culture, and identify what, when, where, and by whom the work was made.
- 6.1.3 Identify icons in contemporary works and analyze how icons reflect the culture.
- 6.2.1 Identify and be familiar with a range of works of art from major periods identifying artist, culture, style, and aspects from the historical context of the work.
- 6.14.1 Analyze how two or more art forms are used together to communicate ideas.

## Language Arts

- 6.7.1 Relate the speaker's verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).

## **7th Grade**

### Visual Art

- 7.1.1 Identify who, what, when, where, and why a work was made; and analyze the relationship between a work of art and the history, politics, and technology of the culture.
- 7.1.3 Identify, compare, and contrast themes, symbols, and ideas that represent various cultural groups.
- 7.3.3 Expand on and use appropriate art vocabulary.

## Social Studies

7.5.2 Explain the term social status; describe how this concept helped to determine individual roles in African, Asian, and Southwest Pacific societies in the past; and compare with ideas about social status today.

7.5.4 Examine the impact of cultural change brought about by technological inventions and innovations in the past and present.

## Language Arts

7.7.1 Ask questions to elicit information, including evidence to support the speaker's claims and conclusions.

## **8th Grade**

### Visual Art

8.1.1 Analyze who, what, when, where, and why a work was made; and the relationship of a work of art to the historical, environmental, technological, and political contexts of the culture in which it was created.

8.1.3 Identify ways in which artists from culturally diverse backgrounds have used personal iconography and life experiences in their artwork.

8.2.2 Identify common stylistic features from art of one culture or time period.

8.2.3 Understand the relationship of chronology to the development of styles throughout art history and match works to approximate time periods or events in history.

8.3.3 Expand on and use appropriate art vocabulary.

### Language Arts

8.7.1 Paraphrase (restate) a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

## **High School**

### Visual Art

H.1.1 PROFICIENT: Identify connections between major world events and issues and the ways artists have responded to these through their work.

ADVANCED: Hypothesize about future developments in the arts based on current political, economic, technological, environmental, and historical trends.

H.1.3 PROFICIENT: Identify iconography in an artist's work or a body of work and analyze the meaning.

ADVANCED: Analyze how forms and icons have been borrowed and modified through the ages.

H.2.2 PROFICIENT: Identify characteristics of style in the work of an artist or movement and describe how style is influenced by the culture and time.

ADVANCED: Assign works to time-periods or movements based upon style.

H.3.3 PROFICIENT: Use appropriate art terminology when discussing their own works and the works of others.

ADVANCED: Use appropriate art terminology when discussing their own works and the works of others.

### World Geography

WG.2.4 Give examples and analyze ways in which people's changing views of places and regions reflect cultural change. (Individuals, Society, and Culture)

WG.2.7 Give examples of critical issues that may be region-specific and others that cross regional boundaries. (Individuals, Society, and Culture)

WG.4.10 Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States. (History; Individuals, Society, and Culture)

### World History and Civilization

WH.4.12 Describe the rise and fall of the ancient kingdom of Ghana and how it became Africa's first large empire.

WH.9.3 Analyze the causes and consequences of the partition of Africa by European imperialists.

(Civics and Government; Individuals, Society, and Culture)