

## Indiana Academic Standards: *Creative Hoosiers*

### 4th Grade

#### Visual Arts

- 4.1.1 Identify the relationship between a work of art and the geography and characteristics of the culture; identifying where, when, and by whom the work was made (focus: Indiana history).
- 4.1.2 Identify and research the function of a work of art or artifact and make connections to the culture (focus: Indiana, including the diversity of past and contemporary cultures and ethnicities).
- 4.1.3 Identify symbols or icons in works of art (focus: Indiana).
- 4.1.4 Identify the roles of artists and other art-related careers in the community.
- 4.1.5 Locate and discuss art in the local community and throughout Indiana such as town monuments, architecture, sculpture, public art, functional art, and advertisements.
- 4.1.6 Analyze and respond to art at local museums, exhibits, arts performances, and work of visiting artists in the school.
- 4.2.1 Recognize characteristics of selected works from artists of various cultures.
- 4.2.2 Identify and describe artistic styles.
- 4.3.2 Construct meaning and develop well-supported interpretations in works of art based on personal response, properties found in the work, peer perspectives, and research-based background information.
- 4.8.1 Identify characteristics of a big idea, historical period, or event as found within different disciplines.

#### Language Arts

- 4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.

#### Social Studies

- 4.1.11 Identify important events and movements that changed life in Indiana in the twentieth century.
- 4.5.4 Describe the role of Indiana artists in American visual arts, literature, music, dance, and theatre.

### 5th Grade

#### Visual Arts

- 5.1.1 Identify the relationship between a work of art and the geography and characteristics of the culture and identify where, when, why, and by whom the work was made (focus: North America, including the diversity of past and contemporary cultures and ethnicities).
- 5.1.4 Identify the roles of artists and responsibilities of various art-related careers in the community.
- 5.1.5 Identify connections between art in the community and that experienced in daily life.
- 5.1.7 Analyze and respond to art at local museums, exhibitions, performances, and work of visiting artists in the school.
- 5.1.8 Identify ways in which the arts are supported in the community.
- 5.2.1 Identify and be familiar with a range of selected works, identifying artists of various cultures, styles, and periods.
- 5.2.2 Identify distinguishing characteristics of style in individual artists' work and art movements.

#### 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.

#### Social Studies

- 5.5.4 Compare significant examples of visual arts, crafts, music, architecture, and literature from early United States history and illustrate how each reflects the times and cultural background of the historical period.

## **6th Grade**

### Visual Arts

- 6.1.1 Identify and analyze the relationship between a work of art and the history, geography, and technology of the culture, and identify where, when, why, and by whom the work was made (focus: Europe and the Americas, including the diversity of past and contemporary cultures and ethnicities).
- 6.1.2 Identify how the roles and relationships of artists and patrons have affected the creation of works of art.
- 6.1.5 Identify the roles of artists and skills of various art-related careers in the community.
- 6.1.7 Analyze and critique art seen at local museums, exhibits, arts performances, and by visiting artists in the schools.
- 6.1.8 Identify ways in which the arts are supported in the community and state.
- 6.2.1 Identify and be familiar with works from major periods of Western art, identifying artist, culture, style, and aspects from the historical context of the work.
- 6.3.2 Construct meaning and develop well-supported interpretations in works utilizing dialogue and shared peer perspectives, properties found in the work, and research-based background information.

### Language Arts

- 6.7.15 Ask questions that seek information not already discussed.

### Social Studies

- 6.5.7 Examine art, music, literature, and architecture in Europe and the Americas; explain their relationship to the societies that created them; and give examples of how artistic ideas have spread from one culture to another.

## **7th Grade**

### Visual Arts

- 7.1.4 Research the roles of artists and skills needed for various art-related careers in the community.
- 7.1.5 Identify contributions that artists and art-related professionals have made to society.
- 7.1.6 Examine and critique art at local museums, galleries, virtual galleries, performance centers, and exhibitions in the community.
- 7.1.7 Discuss how artists, artwork, and art institutions can impact the economy of communities.

### Language Arts

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

## **8th Grade**

### Visual Arts

- 8.1.1 Identify and analyze where, when, why, and by whom a work was made and the relationship of a work of art to the historical, environmental, technological, and social contexts of the culture in which it was created.
- 8.1.4 Research the skills of art-related careers, educational requirements, and explore potential interests.
- 8.1.5 Analyze ways experiences in the arts connect to other life experiences.
- 8.1.6 Examine and critique art at local museums, galleries, performance centers, or exhibitions in the community.
- 8.1.7 Discuss how artists, artwork, and art institutions can impact local and national economies.
- 8.2.2 Identify common stylistic features from art of one culture or time period.

### 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.

### Social Studies

- 8.1.9 Describe the influence of individuals on social and political developments.
- 8.1.25 Identify the influence of individuals on political and social events and movements.
- 8.5.8 Identify individuals in the arts and literature and their roles in portraying American culture in the 19th century.

## **High School**

### Visual Arts

H.1.1 PROFICIENT: Identify connections between major world events and societal issues and the ways artists have responded to these through their work, reflecting a diversity of cultures and ethnicities.

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

H.1.2 PROFICIENT: Identify function in artwork and how it relates to the history, aesthetics, and culture of a work.

ADVANCED: Compare works of art for function and identify relationships in terms of history, aesthetics, and culture.

H.1.4 PROFICIENT: Identify connections between visual arts education and potential job offerings in the community and beyond.

ADVANCED: Document and create a visual arts career plan based on portfolios, shadowing of an artist, and an investigation of educational possibilities.

H.1.7 PROFICIENT: Critique art experienced at local and state museums, exhibits, movie theaters, other arts-related establishments, public art, and digital resources, then analyze the effect of these experiences upon daily life.

ADVANCED: Critique art experienced at local and state museums, exhibits, movie theaters, other arts-related establishments, public art, and digital resources, then analyze the effect of these experiences upon daily life through writing or discussion.

H.1.9 PROFICIENT Analyze impact of the arts community and culture on local, state, and national economies.

ADVANCED Research findings on the arts and economic development, from local and statewide impact studies to national reports.

H.2.1 PROFICIENT: Recognize and compare works of art, identifying them by artist, period, style, and geographic location.

ADVANCED: Analyze common characteristics of works of art and artifacts across time and among cultural groups to analyze and identify influences.

H.2.2 PROFICIENT: Identify stylistic characteristics in the works 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.

### Social Studies

USH.3.6 Identify the contributions to American culture made by individuals and groups. (Individuals, Society and Culture)

USH.4.2 Describe the development of popular culture. (Individuals, Society and Culture)