

Indiana Academic Standards: *Life in Early Europe*

4th Grade

Visual Arts

- 4.1.1 Identify the relationship between a work of art and the geography and characterizations of the culture, identifying where, when, and by whom the work was made.
- 4.1.2 Identify and research the function of a work of art or artifact and make connections to the culture.
- 4.2.1 Recognize characteristics of selected works from artists of various cultures.
- 4.2.2 Identify and describe artistic styles.
- 4.2.3 Distinguish between contemporary and historical works of art and identify characteristics of both.
- 4.4.1 Understand that artists have different philosophies or theories when creating art and discriminate between works created from different theories (imitationalism, formalism, and emotionalism).
- 4.7.16 Distinguish between the speaker's opinions and verifiable facts.

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.
- 4.7.3 Identify how language usage (sayings and expressions) reflects regions and cultures.
- 4.7.15 Connect and relate experiences and ideas to those of a speaker.
- 4.7.7 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.
- 4.7.8 Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.

5th Grade

Visual Art

- 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).
- 5.2.1 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.
Begin to identify works of art and artifacts from major periods or movements of Western art and place on a chronological timeline.

Language Arts

- 5.2.1 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.
Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features, such as headers, maps, and charts.
- 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.
- 5.7.5 Clarify and support spoken ideas with evidence and examples.

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.
- 6.2.1 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.
- 6.2.2 Identify distinguishing characteristics of style in individual artists' work and art movements.

Social Studies

(emphasis on Europe and the Americas)

Describe medieval society and explain the political, social, and economic organization provided by the feudal system.

6.1.11 Analyze the interconnections of people, places, and events in the economic, scientific, and cultural exchanges that led to the European Renaissance and voyages of discovery.

Give examples of how religious beliefs and philosophical ideas have spread from one culture to another among societies of Europe and the Americas.

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.

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).

6.7.5 Emphasize important points to assist the listener in following the main ideas and concepts.

6.7.15 Ask questions that seek information not already discussed.

7th Grade

Visual Arts

7.1.1 Identify where, when, why, and by whom a work was made; and analyze the relationship between a work of art and the history, politics, and technology of the culture (focus: Asia, Africa, and the South Pacific).

7.1.3 Identify, compare, and contrast themes, icons, and ideas that represent various cultural groups.

7.2.2 Research and identify how beliefs, customs, and technology affect artists' styles of work.

Identify Western and non-Western art and artifacts by locating them on a timeline.

7.4.1 Understand that artists have different philosophies when creating art, and identify and discriminate between works made from different philosophies.

Language Arts

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

7.7.2 Determine the speaker's attitude toward the subject.

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.

8.1.2 Analyze how the function of art in our society has changed over time.

8.2.1 Compare a range of works from Western and non-Western cultures identifying culture, style, and other aspects from the historical context of the work.

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

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

8.4.1 Understand that artists have different philosophies when creating art, and identify and discriminate between works made from different philosophies.

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 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.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.

H.2.3 PROFICIENT: Identify art and artifacts from major movements and time-periods and place them on a timeline.

ADVANCED: Analyze issues related to chronology and discuss or debate these issues in relation to historical perspective.

World History and Civilizations

WH.6.1 Trace the origins and developments of the Renaissance in the Italian peninsula. Explain its diffusion throughout Western Europe and its impact on peoples and places associated with Western Civilization.

WH.6.2 Describe the main themes and achievements of the Renaissance, including its impact on science, technology, and the arts. (Individuals, Society, and Culture)

Example: Recognize and explain the importance of the artists of the southern and northern Renaissance, such as Michelangelo, Leonardo da Vinci, Brueghel.

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)

Language Arts

9.7.1, 10.7.1, 11.7.1, 12.7.1 Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.