

Indiana Academic Standards: *Voices and Visions*

Kindergarten

Visual Arts

- K.1.2 Speculate on the function of a work of art.
- K.1.3 Identify simple images and subject matter in works of art.
- K.1.6 Visit local museums and exhibits, and experience visiting artists in the schools.
- K.2.1 Recognize that art from one artist has a similar look or style.
- K.3.2 Construct possible meanings in works of art based on personal response and properties in the works.
- K.5.1 Demonstrate curiosity and personal insight through observing and discussing works of art.

Language Arts

- K.7.3 Describe people, places, things (including their size, color, and shape), locations, and actions.

Social Studies

- K.3.6 Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups. (Individuals, Society and Culture)
- K.4.2 Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.

1st Grade

Visual Arts

- 1.1.1 Explore ways that art reflects a culture.
- 1.1.2 Identify works of art and artifacts associated with customs, festivals, and celebrations.
- 1.1.3 Identify similar themes and subject matter in works of art and artifacts from various cultures and ethnicities.
- 1.1.6 Visit local museums and exhibits, and experience visiting artists in the school.
- 1.2.1 Recognize that art from one artist has a similar look or style.
- 1.2.3 Identify similar themes and subject matter in works of art and artifacts from various cultures.
- 1.5.1 Demonstrate curiosity and personal insight through observing and discussing works of art.
- 1.5.2 Discuss art as creations of humans for the purpose of visual pleasure or communication.

Language Arts

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

Social Studies

- 1.2.4 Describe ways that individual actions can contribute to the common good of the community. (Individuals, Society and Culture)
- 1.3.8 Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana. (Individuals, Society and Culture)

2nd Grade

Visual Arts

- 2.1.1 Identify connections between works of art and artifacts and their culture of origin.
- 2.1.2 Identify works of art and artifacts used in celebrations, festivals, and customs from selected cultures within the community and describe their function.
- 2.1.3 Identify similar subject matter in works of art from various cultures, ethnicities, and historical periods.

2nd Grade

Visual Arts Cont'd

- 2.1.4 Identify the roles of artists, docents, technology experts, and guards at museums and galleries.
- 2.1.5 Identify individual art experiences and how these affect daily life.
- 2.1.6 Visit local museums and exhibits, and experience visiting artists in the school.
- 2.2.1 Identify the artists of selected works of art.
- 2.2.3 Identify common themes and subject matter in works of art and artifacts from various 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.

Social Studies

- 2.1.3 Identify individuals who had a positive impact on the local community. (Individuals, Society and Culture)
- 2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences. (Individuals, Society and Culture)

3rd Grade

Visual Arts

- 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 culture.
- 3.1.3 Identify themes and symbols in works of art from various cultures, ethnicities, and historical periods.
- 3.1.4 Identify the roles of artists, docents, guards, technology experts, and curators at museums and galleries.
- 3.1.6 Visit local museums, exhibits, art performances, and experience visiting artists in the school.
- 3.2.1 Recognize works of art from a variety of artists.
- 3.4.1 Identify artwork made from the artist's philosophy that art is at its best when it evokes strong emotions from viewers (emotionalism).
- 3.4.2 Respond to art based on personal preferences and listen to other perspectives of members of the art community (historians, critics, philosophers, curators).
- 3.5.2 Discuss questions about art and recognize that various cultures have different beliefs about beauty and art.
- 3.8.1 Identify and compare similar concepts or big ideas found in art and across disciplines (such as unity, diversity, and celebration).

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 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).
- 4.1.4 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.
- 4.8.1 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.
- 4.7.2 Summarize major ideas and supporting evidence presented in spoken presentations.

Social Studies

- 4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.
- 4.1.18 Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape. (Individuals, Society and Culture)

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).
- 5.1.3 Identify themes and symbols used in works of art and artifacts throughout history that portray shared human experiences.
- 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.
- 5.2.1 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.
- 5.8.1 Compare the ways big ideas and concepts are communicated through the perspectives of visual arts and other disciplines.

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 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.
- 6.1.6 Analyze how galleries, museums, movie theaters, digital resources, and arts-related establishments in the community affect daily life.
- 6.1.7 Analyze and critique art seen at local museums, exhibits, arts performances, and by visiting artists in the schools.
- 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.
- 6.8.1 Compare the ways big ideas and concepts are communicated through the perspectives of visual arts and other disciplines.

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).
- 6.7.15 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.
- 7.1.5 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.

Language Arts

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

Social Studies

- 7.4.2 Identify economic connections between the local community and the countries of Africa, Asia or the Southwest Pacific.

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.
- 8.1.3 Identify ways in which artists from culturally diverse backgrounds have used personal iconography and life experiences in their artwork.
- 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.
- 8.2.2 Identify common stylistic features from art of one culture or time period.
- 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.

Social Studies

- 8.1.18 Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist and social reform movements, and in sectional conflicts. (Individuals, Society and Culture)

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.1.7 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.

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.

Language Arts

SPC.1.11 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).

[11.7.11/12.7.11]

Social Studies

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

USH.4.3 Explain how America reacted to a changing society by examining issues associated with the Red Scare, Prohibition, the Scopes Trial, the changing role of women and African-Americans, the Ku Klux Klan, the Palmer Raids, the National Origins Act, and restrictions on immigration.

(Government; Economics; Geography; Individuals, Society and Culture)