Alignment of Benchmarks and Indicators
Historical, Cultural and Social Contexts
Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.

Grades K-4

Benchmark A: Recognize and describe visual art forms and artworks from various times and places.

Kindergarten

1. Distinguish between common visual art forms (e.g., painting, sculpture and ceramics) from different cultures.

Grade One

1. Recognize and describe visual symbols, images and icons (e.g., flags, monuments and landmarks) that reflect the cultural heritages of the people of the United States.

Grade Two

1. Place artworks and art objects in temporal order relating them to earlier times or the present.

Grade Three

1. Connect various art forms and artistic styles to their cultural traditions.

Grade Four

1. Identify and describe artwork from various cultural/ethnic groups (e.g., Paleo Indians, European immigrants, Appalachian, Amish, African or Asian groups) that settled in Ohio over time.

Benchmark B: Identify art forms, visual ideas and images and describe how they are influenced by time and culture.
Kindergarten

2. Name and point out subject matter (e.g., common objects, people, places and events) observed in artwork from various cultural heritages and traditions.

Grade One

2. Observe different styles of art from selected cultures and point out how artists use lines, shapes, colors and textures.

Grade Two

2. Use historical artworks such as paintings, photographs and drawings to answer questions about daily life in the past.

Grade Three

2. Identify and compare similar themes, subject matter and images in artworks from historical and contemporary eras.

Grade Four

2. Compare and contrast art forms from different cultures and their own cultures.

Benchmark C: Identify and describe the different purposes people have for creating works of art.

Kindergarten

3. Recognize that people create works of art and art objects for different purposes.

Grade One

3. Share artwork or an art object from their own cultural backgrounds and describe its purpose (e.g., personal, functional or decorative).

Grade Two

3. Identify and compare the purpose of art objects (e.g., masks, puppets, pottery and weaving) from various cultures.
Grade Three

3. Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.

Grade Four

3. Compare the decorative and functional qualities of artwork from cultural/ethnic groups within their communities.

**Benchmark D:** Place selected visual art exemplars (e.g., artists, art objects or works of art) chronologically in the history of Ohio, the United States or North America and describe how they contribute to and reflect the time period.

Kindergarten

4. Use words or pictures to tell how art is made by selected artists.

Grade One

4. Listen to the life story of one or more culturally representative artists and identify his or her works and artistic style.

5. Identify works made by one or more visual artists in a selected historical period.

Grade Two

4. Distinguish the artistic style and subject matter in the artworks of two or more visual artists from local, regional or state history.

Grade Three

4. Recognize selected artists who contributed to the cultural heritages of the people of the United States.

Grade Four

4. Select an Ohio artist and explain how the artist’s work relates to Ohio history.
5. Construct a simple timeline that places selected artists and their works next to historical events in the same time period.
ACADEMIC CONTENT STANDARDS

Grades 5-8

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

Grade Five

1. Identify visual forms of expression found in different cultures.
2. Compare and contrast art forms from various regions and cultural traditions of North America.

Grade Six

1. Compare and contrast visual forms of expression found throughout different regions and cultures of the world.
2. Identify universal themes (e.g., family, good versus evil and heroism) conveyed in artworks across various times and cultures.

Grade Seven

1. Use multiple sources to research various art forms used for social, cultural or political purposes.
2. Describe how the same subject matter (e.g., portrait, landscape and still life) is represented differently in works of art across cultures and time periods.

Grade Eight

1. Explain how social, cultural and political factors affect what artists, architects or designers create.
2. Discuss the role and function of art objects (e.g., furniture, tableware, jewelry and pottery) within cultures.

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

Grade Five
3. Compare and contrast the artistic styles observed in artwork from various cultures.

4. 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 Six

3. Analyze and demonstrate the stylistic characteristics of culturally representative artworks.

Grade Seven

3. Provide insight into the factors (e.g., personal experience, interest, cultural heritage and gender) that might influence an artist’s style and choice of subject matter.

Grade Eight

3. Identify artworks that make a social or political comment and explain the messages they convey.

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

Grade Five

5. Examine how social, environmental or political issues affect design choices (e.g., architecture, public art and fashion).

Grade Six

4. Investigate the roles and relationships between artists and patrons and explain the effect on the creation of works of art.

Grade Seven

4. List sources of visual culture in society (e.g., television, museums, movie theaters, internet and shopping malls).

Grade Eight

Historical, Cultural and Social Contexts
4. Identify examples of visual culture (e.g., advertising, political cartoons, product design and theme parks) and discuss how visual art is used to shape people’s tastes, choices, values, lifestyles, buying habits and opinions.

5. Consider and discuss how contemporary artworks contribute to and influence the future of art.

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

**Grade Five**

6. Explain how art galleries, museums and public art contribute to the documentation and preservation of art history.

7. Describe the lives, works and impact of key visual artists in a selected period of United States History.

**Grade Six**

5. 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 Seven**

5. Select and organize artworks from the same historical period and analyze the relationships between the works.

6. Create a visual product that reflects current, cultural influences.

**Grade Eight**

6. Relate major works of art throughout time to the appropriate historical art movement.
Grade Nine

1. Discuss the roles of visual art forms within social contexts.
2. Explain the relationship of a selected work of art to the time period in which it was created.
3. Research and describe the cultural values in various traditions that influence contemporary art media.

Grade Ten

1. Explain how art historians, curators, anthropologists and philosophers contribute to our understanding of art history.
2. Make a presentation, using words and images, to show how visual art affects changes in styles, trends, content and expressions over time.

Grade Eleven

1. Research and report on the historical, cultural, social or political foundations of selected art forms.
2. Analyze a work of art and explain how it reflects the heritages, traditions, attitudes and beliefs of the artist.

Grade Twelve

1. Understand and apply knowledge of art history in oral and written discussions about selected works of art.

Benchmark B: Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.
4. Compare and contrast the stylistic characteristics of visual art from one historical period with those of the previous time period.

Grade Ten

3. Explain the circumstances and events that influence artists to create monuments and site-specific works.

Grade Eleven

3. Explain how issues of time, place and culture influence trends in the visual arts.

Grade Twelve

2. Identify and compare the relationships between artworks on the basis of history, culture and aesthetic qualities.

Benchmark C: Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.

Grade Nine

5. Connect a variety of contemporary art forms, media and styles to their cultural, historical and social origins.

6. Explain how art history interrelates with the study of aesthetics, criticism and art-making.

Grade Ten

4. Investigate the recurrence of a particular style or technique (e.g., pointillism and realism) in a contemporary art movement.

5. Compare the artistic styles and subject matter in artworks by contemporary artists of different cultures.

Grade Eleven

4. Investigate and report on the influences of print and electronic media on contemporary art.

Grade Twelve

Historical, Cultural and Social Contexts
3. Describe the use of technology as a visual art medium using computer-generated examples.

**Benchmark D:** Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.

**Grade Nine**

7. Analyze major changes to selected artistic styles in art history and determine the historical, social, political or artistic factors that influenced the change.

**Grade Ten**

6. Describe various sources (e.g. personal experience, imagination, interests, everyday events and social issues) visual artists use to generate ideas for artworks.

**Grade Eleven**

5. Research an artist, or work of art, of personal interest and write about the historical, social, cultural or political factors influencing the artist or the work.
6. Explain the process used to acquire and use knowledge from art history for art production.

**Grade Twelve**

4. Determine the influence of community or cultural values on the choices artists make when creating art.
5. Incorporate knowledge and ideas from art history to produce innovative projects (e.g., independent study, senior portfolio and interdisciplinary projects).
Creative Expression and Communication
Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.

Grades K-4

Benchmark A: Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.

Kindergarten
1. Explore and experiment with a variety of art materials and tools for self-expression.
2. Identify and name materials used in visual art.

Grade One
1. Demonstrate beginning skill in the use of art materials and tools.

Grade Two
1. Demonstrate increasing skill in the use of art tools and materials.

Grade Three
1. Demonstrate skill and expression in the use of art techniques and processes.
2. Use appropriate visual art vocabulary when describing art-making processes.

Grade Four
1. Identify and select art materials, tools and processes to achieve specific purposes in their artworks.

Benchmark B: Use the elements and principles of art as a means to express ideas, emotions and experiences.
ACADEMIC CONTENT STANDARDS

Kindergarten

3. Explore art elements to express ideas in a variety of visual forms (e.g., drawings, paintings and ceramics).

Grade One

2. Identify visual art elements and principles using art vocabulary.
3. Use selected art elements and principles to express a personal response to the world.

Grade Two

2. Establish and communicate a purpose for creating artworks.
3. Identify, select and use art elements and principles to express emotions and produce a variety of visual effects.

Grade Three

3. Create two- and three-dimensional works that demonstrate awareness of space and composition (e.g., relate art elements to one another and to the space as a whole).
4. Identify relationships between selected art elements and principles (e.g., color and rhythm).

Grade Four

2. Discuss their artworks in terms of line, shape, color, texture and composition.
3. Initiate and use strategies to solve visual problems (e.g., construct three-dimensional art objects that have structural integrity and a sense of completeness).

Benchmark C: Develop and select a range of subject matter and ideas to communicate meaning in two- and three-dimensional works of art.

Kindergarten

4. Generate ideas and images for artwork based on memory, imagination and experience.

Creative Expression and Communication
Grade One

4. Invent imagery and symbols to express thoughts and feelings.
5. Explore and use a range of subject matter (e.g., people, places, animals and nature) to create original works of art.

Grade Two

4. Create artworks based on observation of familiar objects and scenes in the environment.
5. Compare the subject matter and ideas in their own artworks with those in the works of others.
6. Demonstrate flexibility in their designs, representational drawings and use of art materials.

Grade Three

5. Recognize and identify a purpose or intent for creating an original work of art.
6. Create an original work of art that illustrates a story or interprets a theme.

Grade Four

4. Create a narrative image (e.g., objects well-connected and in a sequence) that expresses an event from personal experience.

Benchmark D: Recognize and use ongoing assessment to revise and improve the quality of original artworks.

Kindergarten

5. Select and share favorite, original artworks.

Grade One

6. Begin to use basic self-assessment strategies to improve artworks (e.g., make revisions and reflect on the use of art elements).

Grade Two

Creative Expression and Communication
ACADEMIC CONTENT STANDARDS

7. Begin to revise work to a level of personal satisfaction.

Grade Three

7. Use feedback and self-assessment to improve the quality of artworks.

Grade Four

5. Give and receive constructive feedback to produce artworks that meet learning goals.
Benchmark A: Apply knowledge of materials, tools, media, techniques and processes to communicate subject matter, themes or ideas in a variety of visual forms.

Grade Five

1. Use observational and technical skills to achieve the illusion of depth in two-dimensional space (e.g., value, perspective and placement of objects).
2. Explore different approaches to creating art (e.g., by artist, style or historical period).

Grade Six

1. Demonstrate skill in changing (e.g., exaggerating and transforming) natural forms for expressive purposes.
2. Recognize and demonstrate the qualities and characteristics of craftsmanship in original works of art.

Grade Seven

1. Demonstrate a variety of techniques to create the illusion of depth.
2. Apply the principles of design to construct a three-dimensional piece of artwork.

Grade Eight

1. Identify and apply criteria to assess content and craftsmanship in their works.

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

Grade Five

3. Identify and communicate sources of ideas (e.g., personal experience, interests, nature or common objects) for their artworks.
GRADE SIX

3. Explore ways that art-making functions as a means of personal identification and expression.

4. Use observation, life experiences and imagination as sources for visual symbols and images.

GRADE SEVEN

3. Use a variety of sources to generate original ideas for art-making.

GRADE EIGHT

2. Demonstrate an enhanced level of craftsmanship in original two- and three-dimensional art products.

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

GRADE FIVE

4. Apply problem-solving strategies to improve the creation of artwork.

GRADE SIX

5. Select and use appropriate materials and tools to solve an artistic problem.

GRADE SEVEN

4. Apply observation skills to refine and improve their representational drawings (e.g., add details, improve proportion, create distinctive images and coordinate objects spatially).

GRADE EIGHT

3. 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).

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

Grade Five

5. Use current, available technology to explore imagery and create visual effects.

Grade Six

6. Use current, available technology to create original artworks.

Grade Seven

5. Use current, available technology as the primary medium to create an original work of art.

Grade Eight

4. Demonstrate increased technical skill by using more complex processes to design and create two- and three-dimensional artworks.

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

Grade Five

6. Identify reasons for personal, artistic decisions.

Grade Six

7. Identify and defend artistic decisions using appropriate visual art vocabulary.

Grade Seven

6. Improve craftsmanship and refine ideas in response to feedback and self-assessment.

Grade Eight

5. Explain and defend their artistic decisions using appropriate visual art vocabulary.

Creative Expression and Communication
ACADEMIC CONTENT STANDARDS

Grades 9-12

Benchmark A: Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.

Grade Nine

1. Demonstrate perceptual skill when drawing from direct observation.

Grade Ten

1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style.

Grade Eleven

1. Create original works of art that demonstrate increased complexity and skill and which use a variety of two-dimensional and three-dimensional media.

Grade Twelve

1. Integrate the elements of art and principles of design using a variety of media to solve specific visual art problems and to convey meaning.

Benchmark B: Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.

Grade Nine

2. Use available technology (e.g., digital imagery, video and computer graphics) as a tool to explore art techniques and to express ideas.

3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects.

Grade Ten

Creative Expression and Communication
2. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work.

3. Trace the origin of symbolism, imagery and metaphor in art and demonstrate the use of these visual devices in their artworks.

Grade Eleven

2. Create artwork that interprets a theme, idea or concept and demonstrates technical skill and the perceptive use of visual art elements (e.g., show light sources, different vantage points and local or subjective color).

3. Create artworks that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth.

Grade Twelve

2. Solve visual art problems that demonstrate skill, imagination and in-depth understanding of media and processes.

Benchmark C: Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.

Grade Nine

4. Explain their artistic processes from conceiving an idea to completing a work of art.

5. Develop criteria for assessing the quality of their artworks

Grade Ten

4. Use criteria to revise works-in-progress and describe changes made and what was learned in the process.

Grade Eleven

4. Use feedback and self-assessment to organize a collection of their artworks in a variety of media.

5. Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques to achieve their intent.
Grade Twelve

3. Prepare a digital portfolio of artworks demonstrating knowledge of technology and its application to visual art.

4. Organize and display their original artworks as part of a public art exhibition.

5. Prepare a portfolio of personal works demonstrating technical skill, a range of media and various original solutions to two- and three-dimensional problems.
Analyzing and Responding

Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.

Grades K-4

Benchmark A: Identify and describe the visual features and characteristics in works of art.

Kindergarten

1. Respond to artworks by pointing out images and subject matter.
2. Relate their own experiences to what they see in works of art.
3. Recognize the similarities and differences between artistic styles.

Grade One

1. Notice and describe multiple characteristics (e.g., colors, forms, materials and subject matter) in their own artworks and the works of others.
2. Explore and describe how a selected art object was made.
3. Describe the different ways that art elements are used and organized in works of art including their own.

Grade Two

1. Use details (e.g., tilted objects, yellow-orange sun or striped shirt) to describe objects, symbols and visual effects in artworks.
2. Compare and describe the form, materials and techniques in selected works of art.
3. Respond to the composition of artworks by describing how art elements work together to create expressive impact (e.g., the relationship of colors and shapes to create a happy or fearful mood).
Grade Three

1. Use details to describe the subject matter in artworks (e.g., subtle facial expressions, distinctive clothing or stormy weather).

2. Explore and describe how art principles are used by artists to create visual effects (e.g., balance used to create the effect of stability).

Grade Four

1. Compare and contrast how art elements and principles are used in selected artworks to express ideas and communicate meaning.

Benchmark B: Apply comprehension strategies (e.g., personal experience, art knowledge, emotion and perceptual and reasoning skills) to respond to a range of visual artworks.

Kindergarten

4. Ask and answer questions about the main ideas and stories in artworks.

5. Describe how selected artworks make them feel, and use examples from the works to explain why.

Grade One

4. Describe how art elements and principles are organized to communicate meaning in works of art.

5. Connect their own interests and experiences to the subject matter in artworks.

Grade Two

4. Use context clues to identify and describe the cultural symbols and images in artworks.

Grade Three

3. Discuss different responses to, and interpretations of, the same artwork.

Grade Four

Analyzing and Responding
2. Explain the function and purpose (e.g., utilitarian, decorative, social and personal) of selected art objects.
3. Describe how artists use symbols and imagery to convey meaning in culturally representative works.

**Benchmark C:** Contribute to the development of criteria for discussing and judging works of art.

**Kindergarten**

6. Select and share a favorite visual work of art and tell their reasons for choosing it.

**Grade One**

6. Recognize and point out characteristics related to the quality of a work of art.

**Grade Two**

5. Recognize the difference between assessing the quality of artwork and their personal preference for a work.

**Grade Three**

4. Identify successful characteristics that contribute to the quality of their own artwork and the works of others.
5. Identify criteria for discussing and assessing works of art.

**Grade Four**

4. Explain how an art critic uses criteria to judge artworks.
5. Refer to criteria when discussing and judging the quality of works of art.
Benchmark A: Apply the strategies of art criticism to describe, analyze and interpret selected works of art.

Grade Five

1. Compare and analyze how art elements and principles are used for expressive purposes (e.g., strong mood, explosive shapes and rhythmic patterns).

2. Compare the works of different artists on the basis of purpose and style (e.g., functional/nonfunctional and representational/abstract).

3. Explain and discuss multiple meanings in selected artworks.

Grade Six

1. Use appropriate vocabulary to identify the content in works of art created for different purposes (e.g., functional, decorative, and social and personal).

2. Explain how art elements and principles are used in artworks to produce certain visual effects (e.g., dynamic tension, textured surfaces, patterns and designs).

Grade Seven

1. Use appropriate vocabulary to explain how techniques, materials and methods used by artists affect what the artwork communicates.

2. Use appropriate vocabulary to explain how the elements and principles of art communicate different meanings.

Grade Eight

1. Observe a selected work of art and explain how the artist’s choice of media relates to the ideas and images in the work.

2. Identify professions that use art criticism (e.g., artist, museum curator, art critic and art appraiser).
**Benchmark B:** Present and support an individual interpretation of a work of art.

**Grade Five**
4. Apply observation and analysis skills to derive meaning in a selected artwork and explain their thought processes.

**Grade Six**
3. Interpret selected works of art based on the visual clues in the works.
4. Identify innovative approaches and techniques used by artists and provide examples of their cultural and social significance.

**Grade Seven**
3. Interpret a work of art by analyzing the effects of history and culture on the work.

**Grade Eight**
3. Explain how personal experience influences their opinions of artworks.

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

**Grade Five**
5. Use specific criteria individually and in groups to assess works of art.

**Grade Six**
5. Use criteria for self-assessment and to select and organize works of art for a portfolio.

**Grade Seven**
4. Develop and use criteria to guide their reflections on a body of their own artworks.

**Grade Eight**

Analyzing and Responding
4. Analyze and discuss qualities in the artwork of peers to better understand the qualities in their own artworks.
Benchmark A: Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.

Grade Nine

1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett).
2. Explain how form and media influence artistic decisions.

Grade Ten

1. Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks.
2. Apply methods of art criticism in writing and speaking about works of art.

Grade Eleven

1. Describe the relationship between the content or ideas in artworks and the artist’s use of media and compositional elements.

Grade Twelve

1. Analyze and interpret the way in which the theme or meaning in an artwork expresses a social, political or cultural comment and use examples from the artwork to support the interpretation.

Benchmark B: Explain how form, subject matter and context contribute to meanings in works of art.

Grade Nine

3. Research and describe the work of an artist on the basis of how the artist’s choice of media and style contribute to the meaning of the work.
Grade Ten

3. Understand how the structure and composition of an art form relate to its purpose.

Grade Eleven

2. Explain how visual, spatial and temporal concepts integrate with content to communicate meaning in artworks.

Grade Twelve

2. Explain the role of galleries, museums, art periodicals and performances in interpreting works of art.

3. Examine and evaluate the role of print media, film and video in visual art.

**Benchmark C:** Critique their own work, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.

Grade Nine

4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art.

5. Analyze and describe the visual aspects of their own artworks and the work of others.

Grade Ten

4. Develop and use criteria to select works for their portfolios that reflect artistic growth and achievement.

Grade Eleven

3. Apply peer review and critique processes to a student exhibition.

Grade Twelve

3. Construct a rationale for the merit of a specific work of art, using work that falls outside their conceptions of art.
Valuing the Arts/Aesthetic Reflection
Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.

Grades K-4

Benchmark A: Apply basic reasoning skills to understand why works of art are made and valued.

Kindergarten
1. Reflect on and ask questions about why people make art.

Grade One
1. Offer reasons for making art.

Grade Two
1. Create and communicate a definition of art.

Grade Three
1. Explain reasons for selecting an object they think is a work of art.

Grade Four
1. Explain how works of art can reflect the beliefs, attitudes and traditions of the artist.
2. Reflect on and develop their own beliefs about art (e.g., how art should look, what it should express or how it should be made).

Benchmark B: Form their own opinions and views about works of art and discuss them with others.

Kindergarten
2. Recognize that people have different viewpoints about works of art.

Valuing the Arts/Aesthetic Reflection
Grade One
2. Form their own opinions and views about works of art.
3. Recognize that people (e.g., family, friends, teachers and artists) have different beliefs about art and value art for different reasons.

Grade Two
2. Compare different responses (e.g., parent, peer, teacher and artist) to the same work of art.
3. Listen carefully to others’ viewpoints and beliefs about art.

Grade Three
2. Ask clarifying questions about others' ideas and views concerning art.

Grade Four
3. Support their viewpoints about selected works of art with examples from the works.

**Benchmark C:** Distinguish and describe the aesthetic qualities in works of art.

Kindergarten
3. Notice and point out different ways that an artwork expresses a feeling or a mood.

Grade One
4. Describe the expressive qualities in their own works of art.

Grade Two
4. Talk about their thoughts and feelings when looking at works of art.

Grade Three
3. Distinguish between technical and expressive qualities in their own artworks.

Grade Four

Valuing the Arts/Aesthetic Reflection
4. Describe the successful use of one expressive element in an artwork, using sensory details and descriptive language.
Benchmark A: Demonstrate aesthetic inquiry and reflection skills when participating in discussions about the nature and value of art.

Grade Five
1. Pose questions that can be answered by an aesthetic study of artworks.
2. Recognize that different assumptions and theories of art lead to different interpretations of artworks.

Grade Six
1. 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).
2. Reflect on and generate a personal theory for how visual art should be viewed, interpreted and valued.

Grade Seven
1. Observe selected artworks and describe the visual features and sensory qualities that evoke feelings and emotions.

Grade Eight
1. Recognize how reflection can change beliefs about the nature and value of art.
2. Articulate an understanding of different aesthetic theories (e.g., formal, expressive and contextual) related to viewing and interpreting artworks.

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

Grade Five
3. Explain how personal experience can influence choosing one artwork over another.

Valuing the Arts/Aesthetic Reflection
Grade Six

3. Describe how culture, age, gender and attitude can affect a person's viewpoint on and response to visual art.

Grade Seven

2. Ask clarifying questions to explain diverse viewpoints about selected works of art.

3. Discuss personal beliefs, values, feelings and assumptions when explaining their own perspectives on artwork and connect their responses to what they see in the work.

Grade Eight

3. Compare their viewpoints about a selected work of art with an art critic’s viewpoint of the same work.
Grades 9-12

**Benchmark A:** Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.

<table>
<thead>
<tr>
<th>Grade Nine</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Distinguish the aesthetic qualities in works of art and determine how the artist achieved the effect.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Ten</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulate how individual beliefs, cultural traditions and current social contexts influence response to the meanings in works of art.</td>
</tr>
<tr>
<td>2. Formulate generalizations about the value of art from their experiences making and responding to art.</td>
</tr>
<tr>
<td>3. Develop aesthetic criteria for selecting a body of work for their portfolios that demonstrates accomplishment, knowledge and skill in the visual arts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Eleven</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain how the value of a work of art is affected by the manner in which it is exhibited.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Twelve</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compare the ways in which the emotional impact of a specific artwork affects the interpretation.</td>
</tr>
</tbody>
</table>

**Benchmark B:** Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.

<table>
<thead>
<tr>
<th>Grade Nine</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Demonstrate logical reasoning when arguing the merit of a selected work of art and discuss the arguments put forward by others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Ten</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Valuing the Arts/Aesthetic Reflection
4. Justify the merits of specific works of art using theories that may be different from their own conceptions of art.

Grade Eleven

2. Analyze how society influences the interpretation of works of art.
3. Identify aesthetic issues connected to the public display of works of art.
4. Compare and contrast responses to works of visual art on the basis of how well the works communicate intent and purpose.

Grade Twelve

2. Apply critical thinking skills to synthesize the beliefs of significant philosophers about the nature of art.

Benchmark C: Judge the merit of selected artworks and provide the aesthetic basis for their positions.

Grade Nine

3. Research and explain various aesthetic theories in visual art.
4. Identify various sources for published reviews of artworks and use them to analyze and understand different aesthetic perspectives.

Grade Ten

5. Develop and apply criteria that address the aesthetic characteristics in works of art (e.g., expressive or contextual).

Grade Eleven

5. Explain how the context in which an artwork is viewed influences the way it is perceived and judged.

Grade Twelve

3. Demonstrate the ability to form and defend their judgments about the merits and significance of works of art.
4. Research and compare the reviews of different art critics of the same work of art.
Connections, Relationships and Applications
Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.

## Grades K-4

### Benchmark A: Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>1. Use visual symbols to represent the rhythms, beats and sounds they hear in music.</td>
</tr>
<tr>
<td>Grade One</td>
<td>1. Make connections between visual art, music and movement.</td>
</tr>
<tr>
<td>Grade Two</td>
<td>1. Use visual art materials to express an idea from a song, poem, play or story.</td>
</tr>
<tr>
<td>Grade Three</td>
<td>1. Interpret a favorite painting through movement or music.</td>
</tr>
</tbody>
</table>
| Grade Four | 1. Identify and describe common themes, subject matter and ideas expressed across arts disciplines.  
2. Describe how selected visual art elements or principles are used in one or two other arts disciplines (e.g., color, unity, variety and contrast). |

### Benchmark B: Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.
Kindergarten
2. Connect words and images by sketching or illustrating a favorite part of a story.

Grade One
2. Create a visual art product to increase understanding of a concept or topic studied in another content area (e.g., mathematics—measurement; English language arts—sequencing a story; geography—continents; science—balance).

Grade Two
2. Compare and contrast the importance of visual artists to society with the importance of explorers, inventors or scientists.

Grade Three
2. Communicate mathematics, geography or science information visually (e.g., develop a chart, graph or illustration).

Grade Four
3. Relate concepts common to the arts and disciplines outside the arts (e.g., composition, balance, form and movement).

Benchmark C: Create and solve an interdisciplinary problem using visual art processes, materials and tools.

Kindergarten
3. Create artwork that explores a central theme across disciplines (e.g., family, communication and culture).

Grade One
3. Demonstrate the relationship between and among art forms (e.g., create costumes and scenery for a play).

Grade Two

Connections, Relationships and Applications
Grade Three

3. Construct a three-dimensional model to represent a topic or theme from another subject area (e.g., construct a model of a scene from history or the life story of a historical figure such as Abraham Lincoln, Harriet Tubman or Susan B. Anthony).

Grade Four

4. Demonstrate technical skill by creating an art product that uses common materials and tools from different subject areas (e.g., ruler, compass, graph paper and computer).

Benchmark D: Describe how visual art is used in their communities and the world around them and provide examples.

Kindergarten

4. Recognize when and where people create, observe and respond to visual art.

Grade One

4. Identify and discuss artwork they see in their schools and communities.

5. Identify what an artist does and find examples of works by artists in their communities.

Grade Two

4. Share artwork from a resource in their communities and describe its cultural context.

5. Describe ways they use visual art outside the classroom and provide examples.

6. Identify and discuss artists in the community who create different kinds of art.

Grade Three

Connections, Relationships and Applications
4. Provide examples of different types of artists (e.g., muralists, industrial designers, architects and book illustrators) and describe their roles in everyday life.

Grade Four

5. Read biographies and stories about key artists from Ohio and describe how their work reflects and contributes to Ohio history.

6. Recognize and identify a range of careers in visual art (e.g., fashion designer, architect, graphic artist and museum curator).
Benchmark A: Demonstrate the role of visual art in solving an interdisciplinary problem.

Grade Five

1. Compare and contrast how visual art is used in musical, theatrical or dance productions and provide examples.

Grade Six

1. Collaborate with peers to depict major events in a selected decade of the 19th century.

Grade Seven

1. Create artwork (e.g., a satirical drawing, political cartoon or advertising campaign) that expresses a personal comment about a social, environmental or political issue.

Grade Eight

1. Demonstrate different visual forms of representation for the same topic or theme (e.g., expressive, graphic and scientific).

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

Grade Five

2. Use technology to conduct information searches, research topics and explore connections to visual art.

Grade Six

2. Use computer skills to organize and visually display quantitative information on a chart, map or graph.

Grade Seven

2. Apply computer skills to explore and create a range of visual effects to enhance projects and presentations.

Connections, Relationships and Applications
Grade Eight

2. Achieve an effective balance between creating computer-generated images and drawing their own original images.

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

Grade Five

3. Use artwork to communicate and enhance understanding of concepts in other subject areas (e.g., science, English language arts, mathematics and social studies).

Grade Six

3. Compare the ways that selected ideas and concepts are communicated through the perspective of visual art and through the perspectives of other academic disciplines.

Grade Seven

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 artworks and illustrate a scene from a literary work).

Grade Eight

3. Collaborate (e.g., with peers or a community artist) to create a thematic work that incorporates visual art.

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

Grade Five

4. Investigate the types of cultural objects artists create and their role in our everyday environment.

Grade Six

4. Describe the function of art in the daily life of their communities and cultures.

Connections, Relationships and Applications
5. Identify the ways in which science and technology influence the development of art in various cultures.

Grade Seven

4. Describe how experiences in galleries, museums and other cultural institutions can enhance daily life.

Grade Eight

4. Identify how aspects of culture influence ritual and social artwork.

5. Explore ways to communicate and support the importance of art in their communities (e.g., become an arts advocate, a volunteer or member of a professional arts organization or patron of the arts).
**Benchmark A:** Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism or postmodernism) on the development of visual art.

**Grade Nine**

1. Survey various art theories or movements and make a presentation (e.g., oral, written, visual or multimedia) to explain one of them.

**Grade Ten**

1. Identify the philosophical beliefs, social systems and movements that influence the function and role of art in people’s lives.

**Grade Eleven**

1. Identify ways in which culture has influenced the work of contemporary artists (e.g., photographers, painters and sculptors).
2. Research and explain the relationships between specific artworks and major historical events.

**Grade Twelve**

1. Compare and contrast universal themes and sociopolitical issues in a variety of artworks from different cultural contexts.
2. Analyze the cultural influences on art in America today.

**Benchmark B:** Formulate and solve a visual art problem using strategies and perspectives from other disciplines.

**Grade Nine**

2. Research and compare how visual art is used in a musical, theatre or dance production.
3. Research and provide examples that show the relationship of visual art to other subjects in the curriculum (e.g., English language arts, mathematics, social studies and science).

Grade Ten

2. Compare the media, materials and processes (e.g., perceiving, responding, creating and communicating) used in visual art with those used in other arts disciplines.

3. Explain commonalities between visual art and other disciplines.

Grade Eleven

3. Research and demonstrate the relationships between visual art and other disciplines (e.g., ceramics--chemistry, photography--chemistry, mobile--physics, graphic art--technology).

Grade Twelve

3. Select interdisciplinary visual art projects for a portfolio and write a description of the processes used.

Benchmark C: List and explain opportunities for lifelong involvement in the visual arts.

Grade Nine

4. Research and report on careers in the visual arts and identify the experience, education and training needed for each one.

5. Investigate opportunities for lifelong involvement in the arts and arts-related careers.

Grade Ten

4. Identify ways to provide active support to the arts locally and nationally.

Grade Eleven

4. Identify art professions that require a portfolio for employment (e.g., architect, photographer, graphic designer and book illustrator).
Grade Twelve

4. Research one local, state or national professional arts organization for the visual arts and describe ways that it advocates for arts education.