



VISUAL ARTS STANDARDS OF LEARNING:
INSTRUCTIONAL STRATEGIES
AND CORRELATIONS

GRADE FOUR

Commonwealth of Virginia
Department of Education
Richmond, Virginia

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Introduction

These teacher-authored visual arts instructional strategies for kindergarten through grade eight are based on the 2006 *Visual Arts Standards of Learning for Virginia Public Schools* and are correlated with the 2001 *History and Social Science Standards of Learning*, the 2001 *Mathematics Standards of Learning*, the 2002 *English Standards of Learning*, and the 2003 *Science Standards of Learning*. The visual arts educators who developed these instructional strategies were selected based on their expertise in the field of visual arts education, their school divisions' recommendations, and their representation of various geographical areas of the state. Other classroom teachers, curriculum specialists, administrators, college faculty, and museum personnel assisted the project writing team.

The development of these visual arts strategies and correlations with the core academic Standards of Learning is an important step in providing challenging educational programs in Virginia's public schools. Knowledge and skills that students acquire through visual arts instruction include the ability to think critically, solve problems creatively, make informed judgments, work cooperatively within groups, appreciate different cultures, and use imagination. The content delineated by the *Visual Arts Standards of Learning* should not be taught in isolation, but should be delivered in and through the general instructional program designed for and delivered to students at the elementary and middle school levels.

This Standards of Learning resource document is available on the Virginia Department of Education's Web site at www.doe.virginia.gov/instruction/fine_arts/visual_arts/strategies_correlations/ for teachers to use in developing lesson plans supporting the Standards of Learning and the grades 3–8 Virginia Assessment program. The standards listed in the *Visual Arts Standards of Learning* reflect minimum visual arts requirements and set reasonable targets and expectations for what teachers should teach and students should learn. The standards reflect clear, concise, measurable, and rigorous expectations for young people; nonetheless, teachers are encouraged to go beyond the standards to enrich the curriculum to meet the needs of all their students.

A major objective of Virginia's educational agenda is to give citizens a program of public education that is among the best in the nation. These strategies continue the process for achieving that objective.

Correlations with Core Academic Standards of Learning

Each K–8 visual arts Standard of Learning, together with its instructional strategies, is correlated with an English, mathematics, science, or history and social science Standard of Learning, except in a few cases in which a reasonable correlation is not feasible. The correlated academic standard is found under the heading "Related Academic Standard of Learning" accompanying each visual arts standard. This correlation is not exclusive and does not indicate that the visual arts standards cannot be correlated with additional academic standards. It is hoped that visual arts teachers and core academic teachers will construct additional correlations for strategies to enhance and provide the delivery of high-quality K–8 instruction.

Strands

All standards presented in the *Visual Arts Standards of Learning* are organized under the following four strands:

Visual Communication and Production

Students will develop and communicate ideas by creating works of art. They will develop fluency in visual, oral, and written communication, using art vocabulary and concepts. Through art production, students will express ideas and feelings in two-dimensional and three-dimensional art forms and gain respect for their own work and the work of others. Students also will demonstrate safe and ethical practices in the use of art materials, tools, techniques, and processes.

Cultural Context and Art History

Students will develop understanding of the visual arts in relation to history and cultures by investigating works of art from different times and places. Through the study of works of art and the people who produced them, students will learn to understand the role the visual arts play in communicating historical and cultural beliefs and ideas.

Judgment and Criticism

Students will examine works of art and make informed judgments about the works of art based on established visual arts criteria. Through the understanding of visual arts principles and processes, they will be able to use a variety of strategies to analyze the visual qualities and interpret the meanings of works of art. They will also employ critical evaluation skills in the production of their works of art.

Aesthetics

Students will reflect on and analyze their personal responses to the expressive and communicative qualities of works of art. They will understand that their background, knowledge, and experiences influence their perceptions of works of art. Through the examination of issues related to the visual arts, students will draw conclusions and reflect on the nature, meaning, and value of art, based on their dual roles as both creator and viewer of art. They will learn to recognize the difference between personal opinion and informed judgment when reflecting on, discussing, and responding to visual imagery.

Goals

The content of the *Visual Arts Standards of Learning* is intended to support the following goals for students. These goals for the four strands remain a constant throughout the strategies for all grade levels:

Visual Communication and Production

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination; and
- use materials, methods, information, and technology in a safe and ethical manner.

Cultural Context and Art History

The student will develop understanding of the relationship of the visual arts to history, culture, and other fields of knowledge.

Judgment and Criticism

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others; and
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

Aesthetics

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

Vocabulary

Listed under each visual arts standard are important vocabulary terms that relate to the standard. Students will use these terms in oral, written, and visual communication. These terms are not exclusive, and teachers are encouraged to introduce additional visual arts and core academic vocabulary as needed.

Activities and Materials

The suggested activities and materials are representative of visual arts instruction that can be provided in K–8 core academic classrooms. As teachers deliver meaningful and creative instruction within visual arts and academic classroom environments, they are encouraged to expand this list to meet the needs of individual students.

Instructional Strategies

The instructional strategies in this document consist of grade-level-appropriate activities designed for delivery within classroom instruction. The strategies were developed to assist general K–8 teachers as well as visual arts teachers in providing instruction that supports the various Standards of Learning and the grades 3–8 Virginia Assessment Program. Teachers should review the strategies from the visual arts and core academic perspectives

for usefulness in their classrooms as they seek to reinforce student achievement of the stated Standards of Learning.

Assessment

Student assessment affects learning. It is integrated with curriculum and instruction so that teaching, learning, and assessment constitute a continuous process. By documenting and evaluating student work, teachers obtain accurate and useful information for understanding learning progress and guiding future instruction. Assessment also provides students with opportunities for self-reflection and self-evaluation. Student assessment employs practices and methods that are consistent not only with learning goals, curriculum, and instruction, but also with current knowledge about how students learn in a music education environment. Visual arts educators assess and document student learning by various methods, including structured and informal observations, interviews, projects and tasks, exhibitions, portfolio development, journals, and multiple-choice and short-answer tests.

Because of time constraints, specific assessments for these standards and strategies have not yet been developed. It is hoped that assessment resource materials may be developed in the future to help teachers determine whether students have achieved each standard. Until then, visual arts teachers are encouraged to develop their own assessment instruments and to share them with other visual arts educators.

Resources

Strategies contained in this document are supported and supplemented by various activities, projects, resources, and information found on the Web sites of the following state museums:

- Virginia Museum of Fine Arts, Richmond, www.vmfa.state.va.us
- Virginia Historical Society, Richmond, www.vahistorical.org
- Science Museum of Virginia, Richmond, www.smv.org

Safety

Safety must be given the highest priority in implementing the instructional program for visual arts. In implementing these strategies, teachers must make sure that students know and follow safety guidelines and demonstrate appropriate classroom safety techniques as they use materials, equipment, and tools safely while working individually and in groups.

Wise selection of materials, equipment, tools, and other resources appropriate to the students' age levels, must be carefully considered with regard to the safety precautions needed for every instructional activity. Safe visual arts classrooms require thorough planning, careful management, and constant monitoring of student activities. Class enrollments should not exceed the designated capacity of the room.

Prior to using them in an instructional activity, teachers must be knowledgeable about the properties, use, storage, and proper disposal of all art materials that may be judged as hazardous. Art materials containing toxic substances that can cause acute or chronic health effects are prohibited from use with students in prekindergarten through grade six, or up to twelve years of age. All hazardous art materials are required to have been tested by the manufacturer and to exhibit the safety labeling "Conforms to ASTM D-4236," "Conforms to ASTM Practice D-4236," or "Conforms to the health requirements of ASTM D-4236."

Toxic materials can enter the body in three different ways: inhalation, ingestion, or through the skin. If toxic material does enter a child's body, it can result in an allergic reaction, acute illness, chronic illness, cancer, or death. Toxic materials can be more harmful to children than to adults for several reasons. Since children are smaller than adults, any given amount of a toxic material in a child's body is more concentrated than in an adult's body. Since children are still growing and developing, their bodies more readily absorb toxic materials, which can result in more damage than in adults. Children are also at higher risk because of their behavior: they may not understand why it is important to be careful when using harmful materials, and, for example, they may put things in their mouths or swallow them without regard for the consequences.

While no comprehensive list exists to cover all situations, the following guidelines from The Center for Safety in the Arts should be reviewed to avoid potential safety problems:

1. Avoid certain art supplies for students in prekindergarten through grade six, or up to twelve years of age. The general rules are as follows:
 - No dust or powders;
 - No chemical solvents or solvent-containing products;
 - No aerosol sprays, air brush paints, or other propellants;
 - No acids, alkalis, bleaches, or other corrosive chemicals;
 - No donated or found materials, unless ingredients are known;
 - No old materials, as they may be more toxic and have inadequate labeling; and
 - No lead, metals, or cadmium products, as found in paints, glazes, metal work, and stained glass.When feasible, substitution of nontoxic materials for hazardous materials should be made a priority with students over twelve years of age.
2. High-risk students are at greater than usual risk from toxic materials, and they must be treated with special care and attention when using potentially harmful art supplies. High-risk students include those who have visual or hearing problems, physical disabilities, or asthma; take medication; or are emotionally disturbed.
3. Make sure products are adequately labeled. Do not use any product that does not have a label or has a label that gives inadequate information. In general, the more the label describes the product, the easier it will be to use safely. The label should state how the product is to be used. It should also state what to do in case of an accident. Even if the label says “nontoxic,” do not assume that it is completely safe. Art materials must contain one of the three ASTM-D 4236 labels listed above for assurance that they are safe products. If containers are changed, be sure to label the new container.
4. Purchase hazardous products in small containers, because the smaller the amount of a product, the less potential there is for exposure to it. Also, larger amounts often are not quickly depleted, and leftover products need to be properly stored. Accidental poisonings may occur when stored products are left unattended. If such an accident should occur, call the local poison control center immediately.

Art educators are responsible for the art materials they order and supply to students and for the safe use of those materials. Numerous safe art materials are available for use in place of materials identified as being toxic. Keep in mind that art materials containing toxic substances, which can cause acute or chronic health effects, are prohibited from use with students up to twelve years of age. Teachers of students twelve years of age or older should also avoid the use of toxic hazardous art materials. Only art materials manufactured and labeled for use in the production of art projects and activities should be used in the execution of art projects within the classroom.

Standards of Learning Correlation Chart

Visual Arts Standards of Learning 2006	English Standards of Learning 2010	History and Social Science Standards of Learning 2008	Mathematics Standards of Learning 2009	Science Standards of Learning 2010
4.1	4.1			
4.2	4.7			
4.3		VS.1		
4.4				4.1
4.5			4.11	
4.6			4.10	
4.7	4.2			
4.8	4.2			
4.9			3.14, 4.12	
4.10			3.14, 4.15	
4.11	4.2			
4.12	4.1			
4.13	4.1			
4.14		VS.1		
4.15		VS.4		
4.16	4.9			
4.17		VS.2		
4.18	4.2			
4.19			4.15	
4.20		VS.1		
4.21	4.9			
4.22	4.5			
4.23	4.2			
4.24	4.1			
4.25	4.9			
4.26	4.2			

Visual Arts Standard 4.1

The student will research and generate ideas for creating works of art, using discussion.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

English Standard 4.1

The student will use effective oral communication skills in a variety of settings.

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas.
- c) Seek ideas and opinions of others.
- d) Use evidence to support opinions.
- e) Use grammatically correct language and specific vocabulary to communicate ideas.
- f) Communicate new ideas to others.
- g) Demonstrate the ability to collaborate with diverse teams.
- h) Demonstrate the ability to work independently.

Vocabulary

abstract, portrait, realistic, research, still life

Activities and Materials

- Participating in discussions, drawing, painting
- Paint, brushes, markers, drawing pencils, colored pencils

Instructional Strategies

Visual Arts Standard 4.1

- Display a variety of abstract works of art, and discuss the criteria used for a work of art to be categorized as abstract (e.g., absence of realistic detail; simplification, distortion, or exaggeration of imagery; reduction of everything to concrete, essential forms; incorporation of theory that color and form have their own qualities). Prompt students to discuss the elements of art they see in an abstract artwork and how the artist depicted the objects. Lead a class discussion to identify objects that might be the easiest to portray in an abstract way and to explain why. Provide materials, and direct students to create an abstract work of art, using the ideas generated by the discussion.
- Display a variety of realistic works of art, and discuss the criteria used for a work of art to be categorized as realistic (e.g., depiction of people, places, objects, and events in a natural way). Lead a class discussion of the artists' use of the elements of art in the works. Arrange a still life, and provide materials. Direct students to draw and/or paint a realistic still life, using ideas generated by the discussion.
- Display several portraits painted by different artists in a variety of styles (e.g., realistic, abstract, impressionistic). Lead a class discussion about the similarities and differences observed in the displayed works of art and how the artists used the elements of art in the artworks. Provide materials, and direct students to draw and/or paint a portrait of a classmate in the style of one of the paintings viewed, using ideas generated by the discussions.

English Standard 4.1

- Display an example of abstract art, and discuss the subject and the artist's use of the elements of art. Put students into small groups, and ask each group to research the meaning of abstract art, discuss it within their

group, write their explanation, and explain it to the rest of class, using grammatically correct language and specific vocabulary to communicate ideas. Then, have each group demonstrate how to depict a simple object in an abstract work of art, based on their research and discussions and the presentations of the other groups.

- Display works of art representing different styles or schools. Ask pairs of students to research one of the styles or schools, discuss it, and generate ideas for creating a work of art in the chosen style. Provide materials, and have student pairs create their planned work of art. Then have pairs present the results to the class, using evidence to support their opinions and grammatically correct language and specific vocabulary to communicate their ideas.

Visual Arts Standard 4.2

The student will use thumbnail sketches to document thought processes when creating works of art.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

English Standard 4.7

The student will write cohesively for a variety of purposes.

- a) Identify intended audience.
- b) Focus on one aspect of a topic.
- c) Use a variety of pre-writing strategies.
- d) Organize writing to convey a central idea.
- e) Recognize different modes of writing have different patterns of organization.
- f) Write a clear topic sentence focusing on the main idea.
- g) Write two or more related paragraphs on the same topic.
- h) Use transition words for sentence variety.
- i) Utilize elements of style, including word choice and sentence variation.
- j) Revise writing for clarity of content using specific vocabulary and information.
- k) Include supporting details that elaborate the main idea.

Vocabulary

cartoon, illustration, multiple viewpoint, still life, thumbnail sketch

Activities and Materials

- Drawing, arranging still lifes, painting
- Drawing pencils, colored pencils, paint, brushes, markers

Instructional Strategies

Visual Arts Standard 4.2

- Display and discuss thumbnail sketches—small, quickly drawn sketches used to explore visual ideas for the creation of a work of art. Demonstrate folding newsprint into quarters and creating thumbnail sketches of various ideas for an illustration for a story or book. Provide materials, and direct students to create thumbnail sketches for an illustration for a favorite story or book. Direct students to explain in writing their thought processes behind each sketch.
- Discuss the process of using thumbnail sketches as preparation for creating a work of art. Provide art materials and a variety of objects, and have students participate in the arrangement of a still life. Direct students to complete a series of thumbnail sketches from different vantage points until they find a view they prefer for a finished work of art. Direct students to create their work of art based on one of their thumbnail sketches. Direct students to explain in writing their thought processes when selecting one sketch and rejecting the others.
- Display a variety of comic strips, omitting the ending panel, and ask students to select one strip and draw several thumbnail sketches that could work as an ending for it. Direct students to explain in writing their thought processes behind each sketch.
- Display an object or a still life in the middle of the classroom. Direct students to draw a thumbnail sketch of the object or still life from multiple viewpoints, including views of all four sides and from high and low.

Provide materials, and direct students to create a work of art, based on one of their sketches. Direct students to explain in writing how taking the trouble to make the various sketches from multiple viewpoints helped them create a better work of art.

English Standard 4.7

- Discuss with students the use of thumbnail sketches in preparing to create a work of art. Have students write a multiple-paragraph explanation of the use of thumbnail sketches to document thought processes when creating a work of art, utilizing elements of style in their writing, including word choice and sentence variation.
- Have students generate a list of projects they have created in art class. Direct students to choose one of these art projects and jot down the steps they used to create it. Have them create a series of thumbnail sketches to help them express and organize the thought processes they used for each step. Finally, have students use their lists and sketches to write a multiple-paragraph explanation of each step they took and the entire process.

Visual Arts Standard 4.3

The student will create a work of art that uses themes, ideas, and art forms from the past.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

History and Social Science Standard VS.1

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

- a) identify and interpret artifacts and primary and secondary source documents to understand events in history;
- b) determine cause-and-effect relationships;
- c) compare and contrast historical events;
- d) draw conclusions and make generalizations;
- e) make connections between past and present;
- f) sequence events in Virginia history;
- g) interpret ideas and events from different historical perspectives;
- h) evaluate and discuss issues orally and in writing;
- i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

Vocabulary

architecture, column, pediment, quilt, stencil, symmetry

Activities and Materials

- Stenciling, drawing, painting, paper cutting
- Colored paper, drawing pencils, scissors, drawing paper, paint, brushes, yarn in various “historic” colors

Instructional Strategies

Visual Arts Standard 4.3

- Display photographs of colonial American quilts, and discuss the decorative shapes, symbols, and other design elements used on them. Provide materials, and direct students to draw and cut out geometric shapes and symbols from colored paper to create a work of art similar to the designs on the displayed quilts.
- Display a variety of colonial American stencils and designs made by such stencils, and discuss the use of stencils and the role of limners in colonial America. Demonstrate the process of creating a stencil and then using it to make a print. Provide materials, and direct students to create a stencil and a stencil print.
- Display examples of symmetrical paper cutouts (e.g., Polish Wycinanki), and discuss how paper cutouts were used in colonial America as decorations on furniture, windows, walls, and other surfaces. Demonstrate creating a paper cutout of a simple symmetrical design or object (e.g., tree, flower). Provide materials, and direct students to create a symmetrical paper cutout.
- Display photographs of colonial American homes that incorporate elements of ancient Greek architecture (e.g., column, pediment, symmetry). Discuss the similarities between the ancient and colonial stylistic elements. Demonstrate creating a building from cut paper, using geometric shapes and elements of ancient Greek architecture. Provide materials, and direct students to create a building with cut paper shapes that incorporates colonial and ancient Greek elements.

History and Social Science Standard VS.1

- Generate a discussion on the importance of cotton to the economy and everyday life of colonial America. Create a drop spindle using a potato and a pencil. Demonstrate the weaving process, using yarn in various “historic” colors (browns, grays, muted primary colors). Provide materials, and direct students to create a weaving that resembles weavings of the past.
- Display examples of quilts created during colonial times, and discuss the symbols used to depict patriotism at that time. Ask students whether the same symbols could/should be used today. Ask what new ones could be added. Direct students to make a patriotic quilt design, using patriotic symbols from colonial times and the present.

Visual Arts Standard 4.4

The student will identify and use the characteristics of color, including hue, tint, shade, and intensity.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Science Standard 4.1

The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which

- a) distinctions are made among observations, conclusions, inferences, and predictions;
- b) objects or events are classified and arranged according to characteristics or properties;
- c) appropriate instruments are selected and used to measure length, mass, volume, and temperature in metric units;
- d) appropriate instruments are selected and used to measure elapsed time;
- e) predictions and inferences are made, and conclusions are drawn based on data from a variety of sources;
- f) independent and dependent variables are identified;
- g) constants in an experimental situation are identified;
- h) hypotheses are developed as cause and effect relationships;
- i) data are collected, recorded, analyzed, and displayed using bar and basic line graphs;
- j) numerical data that are contradictory or unusual in experimental results are recognized;
- k) data are communicated with simple graphs, pictures, written statements, and numbers;
- l) models are constructed to clarify explanations, demonstrate relationships, and solve needs; and
- m) current applications are used to reinforce science concepts.

Vocabulary

complementary color, hue, intensity, monochromatic, Pointillism, pointillistic, primary color, secondary color, shade, tint

Activities and Materials

- Mixing paints, painting, creating radial designs
- Drawing paper, drawing pencils, paint, brushes

Instructional Strategies

Visual Arts Standard 4.4

- Display color wheels and charts that show the characteristics of color, i.e., hue, tint, shade, and intensity. Explain that *hue* is the term used for pure color, *tint* is a hue with white added to it, *shade* is a hue with black added to it, and *intensity* is the mixing of complementary colors (red and green, yellow and violet, blue and orange). Provide painting materials, and direct students to mix tints, shades, and intensities.
- Display several monochromatic paintings, and discuss the artists' use of basically one hue with black and white (e.g., Pablo Picasso's Blue Period). Ask students what feelings are evoked when viewing the paintings, and ask whether use of a different color would create a different feeling. Provide painting materials, and direct students to create a monochromatic work of art.
- Display works of art in pointillistic style that contain examples of color intensity (using complementary colors). Discuss how artists use complementary colors to show shadows and shading rather than by mixing black with a hue. Direct students to view the displayed works of art and find examples of the use of

complementary colors to depict shadows and shading. Discuss how Pointillism uses tiny dots of color in close proximity instead of lines to create an image. Provide materials, and direct students to create a pointillistic work of art, using complementary colors in close proximity.

- Display examples of radial designs, and demonstrate creating a radial design, using symmetry. Provide materials, and direct students to create a radial design that incorporates tints, hues, and/or intensity.

Science Standard 4.1

- Lead a class discussion about the characteristics of color, including hue, tint, shade, and intensity. Provide primary and secondary colors of paint and painting materials. Direct students to investigate complementary colors by using primary and secondary colors of paint to create a color wheel. Direct students to select and paint each of the three pairs of complementary colors (red next to green, yellow next to violet, blue next to orange). Have students make written observations and draw conclusions about the pairs of complementary colors (e.g., they are most intense when placed next to each other) and their relationships on the color wheel.
- Explain that *hue* is the term used for pure color, *tint* is a hue with white added to it, and *shade* is a hue with black added to it. Provide materials, and direct students to select one paint hue and use white and black paint to produce tints and shades of the chosen hue. Discuss the problems of creating a work of art using only tints and shades of one hue. Direct students to take a black and white photograph or picture and use tints and shades of their hue to create a monochromatic painting. Direct them to record their observations and conclusions at the completion of their painting.

Visual Arts Standard 4.5

The student will identify and use variety, repetition, and unity in a work of art.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Mathematics Standard 4.11

The student will

- a) investigate congruence of plane figures after geometric transformations, such as reflection, translation, and rotation, using mirrors, paper folding, and tracing; and
- b) recognize the images of figures resulting from geometric transformations, such as translation, reflection, and rotation.

Vocabulary

collage, contrast, pattern, repetition, stitchery, tessellation, unity, variety

Activities and Materials

- Creating stencils, painting, doing stitchery, stenciling, making ceramics, weaving, stamping
- Paint, brushes, fabric, needles, yarn or thread, tagboard, scissors, clay, clay knives/utensils, colored paper, gum erasers

Instructional Strategies

Visual Arts Standard 4.5

- Display examples of wallpaper that show repeated designs, and discuss the way these designs were made. Explain that in colonial America, wallpaper was handmade and had to be imported from England; therefore, it was too expensive for most homeowners. As a cheaper alternative, a traveling artist, called a limner, would stencil repeated patterns on walls and floors to resemble wallpaper and rugs. Demonstrate creating a stencil plate of a simple design. Provide materials, and direct students to create a stencil plate that exemplifies variety, repetition, and unity.
- Display examples of colonial samplers, and explain that young girls were required to create samplers to show their proficiency with needle and thread. Identify the different types of stitches used and the designs found on the samplers. Have students identify examples of variety, repetition, and unity in the designs. Demonstrate how to make several different types of stitches. Provide materials, and direct students to create a sampler using a variety of stitches and incorporating variety, repetition, and unity in the design.
- Display ceramics created using the slab method. Discuss the slab method, and demonstrate the process. Explain to students that they are going to create a candleholder with cut-out designs in the sides for the light to shine through. Direct students to draw designs for each side that will create a unified work of art that also displays variety and repetition. Provide clay and clay knives/utensils, and have students carve their designs into the clay and form candleholders.
- Display samples of cloth with a plaid or striped pattern beneath another design, and discuss how the total design of each sample shows variety, repetition, and unity. Demonstrate paper weaving and creating a stamp from a gum eraser that can be used to stamp a design on the weaving. Provide materials, and direct students to create a stamped paper weaving that shows variety, repetition, and unity.

Mathematics Standard 4.11

- Display examples of tessellations. Discuss tessellations and the way they are created by using a combination of mathematics and visual arts. Demonstrate creating a slide tessellation. Show students how they can use their art knowledge to create a repeated design. Provide materials, and direct students to create a tessellation that is a repeated design.
- Display examples of geometric-patterned wallpaper and/or wrapping paper and discuss the geometric shapes seen in the designs. Discuss the use of repeated shapes to create a unified design. Provide materials, and direct students to cut out a variety of shapes in various sizes and colors and use them to create a design for wallpaper or wrapping paper.

Visual Arts Standard 4.6

The student will identify and use a variety of lines in a work of art.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Mathematics Standard 4.10

The student will

- a) identify and describe representations of points, lines, line segments, rays, and angles, including endpoints and vertices; and
- b) identify representations of lines that illustrate intersection, parallelism, and perpendicularity.

Vocabulary

abstract, line, one-point perspective, stitchery

Activities and Materials

- Drawing, doing stitchery, painting
- Drawing pencils, paper, paint, brushes, fabric, needles, yarn

Instructional Strategies

Visual Arts Standard 4.6

- Display several line drawings, and have students identify the various lines seen in the artworks. Discuss different lines and the mood(s) certain lines may express. Provide materials, and direct students to create a work of art, using a variety of lines.
- Display examples of stitchery, and direct students to identify different types of lines created by the stitches. Demonstrate several types of stitches and how different lines can be created by them. Direct students to draw a simple design or picture, using a variety of lines. Then, provide materials, and have students create a line stitchery based on their drawn design or picture.
- Display abstract works of art (e.g., works by Kandinsky), and discuss the various lines used by the artists. Provide materials, and direct students to create a linear abstract work of art.
- Display examples of one-point perspective in works of art. Discuss how the artists use a variety of lines to create the illusion of depth on a two-dimensional surface. Demonstrate how to draw one-point perspective. Provide materials, and direct students to create a one-point perspective drawing, using a variety of lines.

Mathematics Standard 4.10

- Discuss the relationships between and among points, lines, line segments, and rays. Provide materials, and direct students to create a drawing that includes points, lines, line segments, and rays. Then, direct students to create a dot-to-dot picture from their drawing.
- Display examples of line drawings of buildings, and discuss the types of lines seen in the drawings. Identify examples of points, lines, line segments, and rays. Provide materials, and direct students to create a drawing of a building, showing the relationships between and among points, lines, line segments, and rays.

Visual Arts Standard 4.7

The student will describe and use hand-building techniques, including the slab method, to make a ceramic work of art.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

English Standard 4.2

The student will make and listen to oral presentations and reports.

- a) Use subject-related information and vocabulary.
- b) Listen to and record information.
- c) Organize information for clarity.
- d) Use language and style appropriate to the audience, topic, and purpose.

Vocabulary

bisque, ceramics, clay, coil, fire, glaze, greenware, hand-built, plastic, sculpture, slab

Activities and Materials

- Participating in discussions, making ceramics, taking notes, organizing information, writing directions
- Clay, tools/utensils

Instructional Strategies

Visual Arts Standard 4.7

- Display a variety of hand-built ceramic works of art made by methods such as coil, pinch, and slab. Discuss the processes involved with each method. List the stages clay goes through in the ceramic process (plastic, greenware, bisque, and glaze). Demonstrate the coil, pinch, and slab hand-building methods. Provide materials, and direct students to create a slab work of art.
- Display a variety of hand-built ceramics. Lead a class discussion of the methods (coil, pinch, and slab) used to create them. Demonstrate the process involved with each method. Provide materials, and direct students to create a sculpture using at least two of the methods.
- Display examples of clay tiles, and discuss the methods used to create the designs on the surface (i.e., addition and/or subtraction). Demonstrate both techniques. Display and discuss with students tile designs used in colonial America, and create a chart depicting them. Provide materials, and direct students to create a tile, using the addition or subtraction method and incorporating a design from the chart.
- Display examples of ancient Greek and Roman temples, and discuss the architectural elements (e.g., steps, roof, cornice, entablature, columns, capitals, pediment) of each. Demonstrate for students how to create a clay picture frame decorated like a temple: create a rectangular slab base, cut a rectangular opening in the slab, and cut out and attach several temple-like architectural elements around the cutout opening. Provide materials, and direct students to create their own picture frame decorated like an ancient Greek or Roman temple.

English Standard 4.2

- Put students into groups of three, and direct a student in each group to make an oral report to his/her group, using appropriate art vocabulary, to describe the process of creating a ceramic work of art with the slab method. Ask the other students in each group to record the information and organize it so that they would be able to follow the steps to create a slab ceramic work of art. Then, have one of the recording students in each group make an oral report to his/her group, using appropriate art vocabulary, to describe the process of

creating a ceramic work of art with the coil method. The other students in each group should record the information and organize it so that they would be able to follow the steps to create a ceramic work of art using this technique. Finally, have the last student in each group make an oral report, using appropriate art vocabulary, to describe the process of creating a ceramic work of art with the pinch method. The other students in each group should record the information and organize it so that they would be able to follow the steps to create a ceramic work of art with this method.

- Ask a small group of students to create a chart listing *out of order* the steps used in creating a coil or pinch pot. Have the group present their chart to the entire class, using appropriate art vocabulary. Have the class record the information and organize it for clarity to create a class set of instructions for this process.

Visual Arts Standard 4.8

The student will identify positive and negative space in works of art.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

English Standard 4.2

The student will make and listen to oral presentations and reports.

- a) Use subject-related information and vocabulary.
- b) Listen to and record information.
- c) Organize information for clarity.
- d) Use language and style appropriate to the audience, topic, and purpose.

Vocabulary

collage, negative space, positive space, print, stencil

Activities and Materials

- Collage making, paper cutting, printing, stenciling
- Colored paper, tagboard, ink, brayers, paint, brushes, sponges, styrofoam

Instructional Strategies

Visual Arts Standard 4.8

- Display and discuss various of works of art that clearly contrast positive space and negative space. Demonstrate creating a subtractive printing plate on a Styrofoam surface, using a dull pencil. Ink the surface, pull a print, and direct students to point out the positive and negative space in the print. Provide materials, and direct students to create a subtraction print. Have them identify and label the positive space and negative space in the print.
- Display examples of stencils, and explain that the negative space in the stencil plate becomes positive space in the stencil print when paint is applied through the cutout to the printing surface. Demonstrate creating a stencil plate and using it to create a stencil print. Provide materials, and direct students to create a stencil plate and a stencil print. Have them identify and label the positive space and negative space in the print.
- Display examples or images of quilts, and discuss the positive and negative areas. Explain to the students that they are going to create a cut paper square, decorate it with a quilt-like design, and add it to a class “quilt.” Ask students to choose an object to depict in their square’s design to represent their family. They may place one color on top of another, if desired. Have students identify positive and negative space in their square. Attach all the completed squares onto a sheet of kraft paper, and add a border to complete the class “quilt.”
- Display examples of cut paper designs, and discuss with students how they were created. Demonstrate the creation of a snowflake by cutting appropriate shapes from the folded and open edges of a folded square of paper. Discuss the positive and negative areas. Discuss primary, secondary, and complementary colors and their use to back the negative spaces, causing strong contrast between the negative and positive space. Provide materials, and direct students to create a colorful collage of cut paper snowflake designs.

English Standard 4.2

- Display examples of works of art created in visual arts class depicting positive space and negative space. Ask each of several students to select one displayed example and explain orally the process required to create that work of art, using appropriate art vocabulary. Direct the remaining students to listen carefully to and record

the information presented. Then have students organize the information clearly into a set of directions for creating various works of art.

- Display a work of art that depicts positive space and negative space. Direct several students to prepare and deliver an oral report, using appropriate art vocabulary, about how the artist used positive and negative space in the work to present his/her ideas. Direct the remaining students to record the comments and information presented and then to write a paragraph based on their recorded notes explaining the use of positive and negative space in the work.

Visual Arts Standard 4.9

The student will use contour drawing, perspective drawing, and shading techniques to create a work of art that depicts a three-dimensional object on a two-dimensional surface.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Mathematics Standard 3.14

The student will identify, describe, compare, and contrast characteristics of plane and solid geometric figures (circle, square, rectangle, triangle, cube, rectangular prism, square pyramid, sphere, cone, and cylinder) by identifying relevant characteristics, including the number of angles, vertices, and edges, and the number and shapes of faces, using concrete models.

Mathematics Standard 4.12

The student will

- a) define *polygon*; and
- b) identify polygons with 10 or fewer sides.

Vocabulary

blind contour drawing, contour drawing, one-point perspective, perspective, shading, three-dimensional, two-dimensional

Activities and Materials

- Drawing
- Paper, drawing pencils, colored pencils (optional)

Instructional Strategies

Visual Arts Standard 4.9

- Display examples of simple contour drawings, and explain that a contour drawing is a line drawing of the edges or outline of a three-dimensional form. Demonstrate on the board creating a contour drawing of an object in the classroom without looking at the drawing surface and without lifting the chalk or marker from the board. The results may cause laughter, but explain that this method, called “blind contour drawing,” keeps the eyes trained on the contours of the object rather than on the drawing surface and provides exercise in following contours with eye and hand. Provide materials, and direct students to create several blind contour drawings that could become finished works of art.
- Display examples of contour drawing in works of art (e.g., *The Purple Robe* by Henri Matisse, *Child with a Dove* by Pablo Picasso). Discuss the use of heavy lines to emphasize the objects. Demonstrate creating a contour drawing of a person or other object and then creating a finished work of art from the drawing. Provide materials, and direct students to create a work of art containing heavy contour lines.
- Display works of art that exemplify one-point perspective, and explain that one-point perspective is a method of creating the illusion of three dimensions on a two-dimensional surface through the use of a vanishing point. Discuss how the artists used this method in the displayed works of art. Demonstrate drawing an object, using one-point perspective, and direct students to follow the steps with you. Provide materials, and direct students to create a one-point perspective drawing. Color may be added if desired.
- Display examples of geometric forms that have been shaded to suggest a light source, thus creating the illusion of a three-dimensional object on a two-dimensional surface. Demonstrate how to draw a box, decide

on the light source, and shade the box accordingly. Display works of art that show obvious shading from a light source, and direct students to point out areas of light and shade. Provide materials, and direct students to create a work of art that uses shading from a light source to depict a three-dimensional object on a two-dimensional surface.

Mathematics Standard 3.14

- Display works of art that clearly show three-dimensional objects and works of art that show two-dimensional shapes. Have students compare and contrast the two, and identify the geometric figures observed. Provide materials, and direct students to create a work of art using drawn two-dimensional geometric figures (shapes) and three-dimensional geometric figures (forms).
- Display a variety of three-dimensional geometric figures (forms). Lead a class discussion about the differences and similarities between two-dimensional geometric figures (shapes) and three-dimensional geometric figures (forms). Provide materials, and direct students to select two displayed three-dimensional geometric figures and depict in a drawing one figure placed slightly behind the other.

Mathematics Standard 4.12

- Display a triangular and a rectangular prism (polyhedron). Have students compare and contrast the two displayed prisms and identify the shape of the cross section of each to name the polygon. Provide materials, and direct students to select and depict one of the displayed prisms (three-dimensional) in a two-dimensional drawing by using contour drawing, perspective drawing, and shading techniques.

Visual Arts Standard 4.10

The student will create abstract works of art.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Mathematics Standard 3.14

The student will identify, describe, compare, and contrast characteristics of plane and solid geometric figures (circle, square, rectangle, triangle, cube, rectangular prism, square pyramid, sphere, cone, and cylinder) by identifying relevant characteristics, including the number of angles, vertices, and edges, and the number and shapes of faces, using concrete models.

Mathematics Standard 4.15

The student will recognize, create, and extend numerical and geometric patterns.

Vocabulary

abstract, collage, cool colors, environment, sculpture, warm colors

Activities and Materials

- Collage making, making ceramics, sculpting, cutting paper, drawing, coloring
- Colored paper, scissors, glue, clay, found objects, white paper, colored markers, magazines

Instructional Strategies

Visual Arts Standard 4.10

- Display examples of abstract sculpture, and ask students to try to determine the object the sculpture represents. Then, direct students to view an object and decide what forms could be used to depict the object in an abstract sculpture. Discuss with students how a sculptor might create an abstract sculpture of an object found in the environment. Provide clay, found objects, or paper, and direct students to create an abstract sculpture of an object found in the environment.
- Display several abstract landscapes, and discuss how the artists added or omitted art elements to create their abstract landscape. Demonstrate using cut paper shapes to create an abstract landscape. Provide materials, and direct students to create an abstract landscape, using cut paper shapes.
- Display several abstract works of art, and discuss how the artists added or omitted art elements (e.g., lines, shapes, colors) of an object to simplify it, thus making it abstract. Demonstrate depicting an object abstractly in a work of art. Provide materials, and direct students to create an abstract work of art.
- Display and discuss several of Georgia O’Keefe’s flower paintings. Explain the difference between abstract and realistic art. Demonstrate drawing a flower with a black marker on white paper and using colored markers to fill in areas with either warm or cool colors. Provide materials, and direct students to create an abstract work of art depicting a flower.

Mathematics Standard 3.14

- Discuss the properties of two-dimensional geometric figures (shapes) and three-dimensional geometric figures (forms). Direct students to look around the classroom and locate examples of each. Provide magazines and art materials, and direct students to identify, cut out, and use magazine pictures to create an abstract work of art that reflects two-dimensional and three-dimensional figures.
- Display several abstract sculptures, and ask students to find the three-dimensional geometric figures in each piece. Demonstrate creating a sculpture from found objects (e.g., paper towel rolls, boxes, empty cans,

Styrofoam balls). Provide a variety of found objects, and direct students to identify the three-dimensional geometric figure each object represents and to use the objects to create an abstract sculpture.

Mathematics Standard 4.15

- Display examples of abstract patterns, and ask students to identify the repeating shapes. Provide materials, and direct students to create an abstract geometric pattern.
- Display examples of abstract patterns that contain polygons. Discuss with students the definition of a polygon and how polygons may be used to create a pattern. Provide materials, and direct students to select and use polygons to create an abstract pattern.

Visual Arts Standard 4.11

The student will identify and discuss a variety of art careers (e.g., potter, weaver, glassmaker, jeweler, local community artist).

Strand

Cultural Context and Art History

Goal

The student will understand the relationship of the visual arts to history, culture, and other fields of knowledge.

Related Academic Standard of Learning

English Standard 4.2

The student will make and listen to oral presentations and reports.

- a) Use subject-related information and vocabulary.
- b) Listen to and record information.
- c) Organize information for clarity.
- d) Use language and style appropriate to the audience, topic, and purpose.

Vocabulary

glassmaker, jeweler, local community artist, muralist, painter, potter, sculptor, weaver

Activities and Materials

Participating in discussions

Instructional Strategies

Visual Arts Standard 4.11

- Display examples of works of art created by a variety of artists, such as the ones listed above. Direct students to identify the types of artists who created the displayed works. Discuss the careers of the artists named.
- Display pictures of works of art that are found on display in local settings (e.g., banks, post offices, county buildings, galleries, parks). Lead a class discussion of the careers of the artists (e.g., sculptor, muralist, painter, potter), who created these artworks.
- Display a list of art careers (e.g., potter, weaver, glassmaker, jeweler, local community artist). Direct students to generate a list of words that could be used to describe each career.

English Standard 4.2

- Read the class a description of several visual arts careers. Direct students to write down the important information they hear. Then, discuss with students the information they recorded for each career. Have students choose one of the careers, organize the information about it, and make an oral presentation, using appropriate art vocabulary.

Visual Arts Standard 4.12

The student will compare and contrast abstract and realistic works of art.

Strand

Cultural Context and Art History

Goal

The student will understand the relationship of the visual arts to history, culture, and other fields of knowledge.

Related Academic Standard of Learning

English Standard 4.1

The student will use effective oral communication skills in a variety of settings.

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas.
- c) Seek ideas and opinions of others.
- d) Use evidence to support opinions.
- e) Use grammatically correct language and specific vocabulary to communicate ideas.
- f) Communicate new ideas to others.
- g) Demonstrate the ability to collaborate with diverse teams.
- h) Demonstrate the ability to work independently.

Vocabulary

abstract, compare, contrast, cubist, realistic

Activities and Materials

- Participating in discussions, drawing, creating sculptures
- Paper, drawing pencils, found objects, glue, plaster of Paris or papier-mâché (optional), paint (optional), brushes (optional)

Instructional Strategies

Visual Arts Standard 4.12

- Display pairs of works of art with each pair depicting similar subject matter but in two very different styles (e.g., one realistic and one abstract). Discuss the similarities and differences between the abstract and realistic works in each pair. Have students identify ways the abstract artists simplified or exaggerated objects in their works or areas of their works. Demonstrate creating an abstraction from a simple object. Provide materials, and direct students to fold a piece of paper in half, open it up, and draw an object realistically on one half and an abstraction of it on the other half.
- Display images of abstract and realistic sculptures, and compare and contrast them. Ask students to find the geometric figures in all the sculptures. Provide found objects (e.g. paper towel rolls, Styrofoam balls, boxes), and direct students to create an abstract sculpture of one of the realistic sculptures displayed. The resulting works can be covered with plaster or papier-mâché and painted.
- Display several cubist portraits, and direct students to discuss the elements of art seen (e.g., line, color, shape, space, form, texture, value). Ask students who the subjects of the portraits may be and why the artist may have chosen an abstract style rather than a realistic style. Provide examples of realistic portraits, and direct students to compare and contrast the cubist and realistic works of art.
- Display abstract and realistic landscapes, and direct students to compare and contrast the similarities and differences between the abstract and realistic works. Lead a class discussion of the ways the abstract artists have simplified or exaggerated geometric shapes, lines, and colors in the observed landscape to create an abstract work of art.

English Standard 4.1

- Display abstract and realistic works of art. Conduct a class discussion to compare and contrast realism and abstraction, using appropriate art vocabulary. Divide the class into small groups. Direct students in each group to take turns selecting and describing both abstract and realistic paintings to the group, using appropriate art vocabulary and citing evidence to support opinions.

- Display realistic and abstract works of art. Lead a class discussion of the ways the artists used the elements of art in each displayed work. Direct students to use grammatically correct language and appropriate art vocabulary, and make sure they provide evidence to support opinions.

Visual Arts Standard 4.13

The student will recognize, compare, and contrast the characteristics of diverse cultures in contemporary works of art.

Strand

Cultural Context and Art History

Goal

The student will understand the relationship of the visual arts to history, culture, and other fields of knowledge.

Related Academic Standard of Learning

English Standard 4.1

The student will use effective oral communication skills in a variety of settings.

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas.
- c) Seek ideas and opinions of others.
- d) Use evidence to support opinions.
- e) Use grammatically correct language and specific vocabulary to communicate ideas.
- f) Communicate new ideas to others.
- g) Demonstrate the ability to collaborate with diverse teams.
- h) Demonstrate the ability to work independently.

Vocabulary

contemporary art, cultural diversity, culture

Activities and Materials

Participating in discussions

Instructional Strategies

Visual Arts Standard 4.13

- Display works of contemporary art having similar themes but coming from different cultures (e.g., a work by Edward Hopper and a work by Salvador Dalí). Discuss with students how the visual arts can reflect the characteristics of a culture, including its history.
- Display a variety of contemporary works of art from different cultures. Compare and contrast the subject matter and styles of the works, and ask students to identify ways the artists' cultures are reflected in the works. Direct students to list the characteristics of each culture as revealed in each work. Ask whether they think each work is actually *representative* of the culture from which the artist comes.
- Display examples of contemporary graphics that are representative of different cultures (e.g., works by Jaune Quick-To-See Smith, Andy Warhol). Lead a class discussion about the cultural differences revealed in each graphic. Direct students to lead their own discussion about how two American artists can create works representative of two different cultures.
- Display several of the works of Jean-Michel Basquiat, and discuss how his heritage (Haitian and Puerto Rican) influenced his works of art. Discuss with students how his works reflect different cultural and historical characteristics.

English Standard 4.1

- Display examples of works of art from two different cultures. Ask students to compare and contrast the displayed works. Divide the class into small groups, and direct each group to conduct discussions about the similarities and differences perceived in the displayed works, using appropriate art vocabulary.
- Display various contemporary works of art. Group the students into groups of four, and have one student in each group select one work of art and conduct a survey of the others in the group on their opinions about the work. Have each team present their findings to the class, using appropriate art vocabulary and citing evidence to support opinions.

Visual Arts Standard 4.14

The student will identify and describe the influences of ancient cultures on early American architecture.

Strand

Cultural Context and Art History

Goal

The student will understand the relationship of the visual arts to history, culture, and other fields of knowledge.

Related Academic Standard of Learning

History and Social Science Standard VS.1

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

- identify and interpret artifacts and primary and secondary source documents to understand events in history;
- determine cause-and-effect relationships;
- compare and contrast historical events;
- draw conclusions and make generalizations;
- make connections between past and present;
- sequence events in Virginia history;
- interpret ideas and events from different historical perspectives;
- evaluate and discuss issues orally and in writing;
- analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

Vocabulary

ancient, architecture, early American

Activities and Materials

Participating in discussions, making diagrams, doing research

Instructional Strategies

Visual Arts Standard 4.14

- Display images of ancient Greek, ancient Roman, and colonial Virginia architecture (e.g., Monticello, Mount Vernon). Lead students in a discussion about the similarities and differences among the displayed architectural forms (e.g., columns, pediments, cornices, arches, domes) and the materials used in their construction. Direct students to create a Venn diagram to show the influences of the ancient Greek and Roman architecture on early American architecture. Have students describe these influences.
- Display images of ancient Greek, ancient Roman, and early American architecture. Direct the class to sort the images according to the strongest influence (e.g., symmetry, columns, domes, arches).
- Display images of early American houses and ancient Greek and Roman architecture. Ask students to identify the influences of the ancient Greek and Roman architecture on early American housing styles and designs.

History and Social Science Standard VS.1

- Direct students to research the architecture of ancient Roman temples and Thomas Jefferson's Monticello and to compare and contrast them, listing their similarities and differences.
- Display images of ancient Roman temples and the Virginia State Capitol. Lead a class discussion of their similarities and differences.
- Display photographs of the United States Capitol, and direct students to identify ancient Greek architectural influences.

Visual Arts Standard 4.15

The student will examine the roles of crafts and artisans in colonial Virginia.

Strand

Cultural Context and Art History

Goal

The student will understand the relationship of the visual arts to history, culture, and other fields of knowledge.

Related Academic Standard of Learning

History and Social Science Standard VS.4

The student will demonstrate knowledge of life in the Virginia colony by

- a) explaining the importance of agriculture and its influence on the institution of slavery;
- b) describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, Africans, and American Indians;
- c) explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond;
- d) describing how money, barter, and credit were used;
- e) describing everyday life in colonial Virginia.

Vocabulary

art, artisan, barter, craft, limner, sampler

Activities and Materials

Participating in discussions, categorizing, making lists, doing research, making charts

Instructional Strategies

Visual Arts Standard 4.15

- Discuss quilt making in colonial Virginia, including how this craft had the three roles of adding decoration to homes, recording family and historical information, and fulfilling basic human needs.
- Display several portraits of various colonial Virginians. Lead a class discussion of the objects seen in the portraits and what the objects say about the individuals. Discuss the styles of painting and whether the individuals really looked the way they were depicted. Discuss the limner's role as portrait artist who helped create records of colonial families.
- Display images of colonial Virginia stencils. Discuss the problem and expense of buying European wallpapers and rugs. Discuss the stencil as a means whereby limners added art to the lives of the colonists. Direct students to categorize the stencils, creating their own categories (e.g., patriotic, floral/nature, geometric patterns).
- Display photographs of various samplers that were produced in colonial Virginia, and discuss their importance as a record of families and individuals. Inform students about their educational importance for young girls. Direct students to generate a list of information they observe in the samplers.

History and Social Science Standard VS.4

- Direct students to research styles of pottery and weaving in colonial Virginia. Have them describe the roles these crafts and the artisans who made them played.
- Direct students to research and describe the importance of craft items as a form of barter in colonial Virginia.
- Direct students to research and create a chart identifying craft items produced by slaves in colonial Virginia.

Visual Arts Standard 4.16

The student will investigate artists and their work, using research tools and procedures.

Strand

Cultural Context and Art History

Goal

The student will understand the relationship of the visual arts to history, culture, and other fields of knowledge.

Related Academic Standard of Learning

English Standard 4.9

The student will demonstrate comprehension of information resources to research a topic.

- a) Construct questions about a topic.
- b) Collect information from multiple resources including online, print, and media.
- c) Use technology as a tool to organize, evaluate, and communicate information.
- d) Give credit to sources used in research.
- e) Understand the difference between plagiarism and using own words.

Vocabulary

investigate, research

Activities and Materials

Participating in discussions, conducting research, writing reports

Instructional Strategies

Visual Arts Standard 4.16

- Post a list of artists known for their abstract works of art (e.g., Pablo Picasso, Jacques Braque, Wassily Kandinsky, Louise Nevelson). Lead a class discussion about the defining characteristics of abstract art. Direct students to research one of the listed artists, using research tools and procedures, and to summarize their findings in a brief report.
- Display works by African-American artists (e.g., Romare Bearden, Jean-Michel Basquiat, Jacob Lawrence, James Van Der Zee). Direct students to select, research, and write a brief report about one of the displayed works, using research tools and procedures.
- Provide a variety of art history books, and ask students to select a book to use to research ancient Greek and Roman influences on colonial Virginian architecture. Direct students to use their research to write a brief report.

English Standard 4.9

- Direct students to research the topic of colonial American limners and their importance to the colonists by constructing questions about the topic, collecting information from the resources of the media center (including online, print, and media resources), and evaluating and synthesizing the collected information to write a brief report.
- Direct students to research the influence of ancient architecture on colonial architecture by organizing, evaluating, and synthesizing the collected data and writing a report.
- Brainstorm with students a list of questions about colonial crafts, and write the questions on the board. Direct students to use the school's media center, including online, print, and media resources, to find answers to the listed questions.

Visual Arts Standard 4.17

The student will interpret works of art for multiple meanings.

Strand

Judgment and Criticism

Goals

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

Related Academic Standard of Learning

History and Social Science Standard VS.2

The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by

- a) locating Virginia and its bordering states on maps of the United States;
- b) locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;
- c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp);
- d) locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;
- e) describing how American Indians related to the climate and their environment to secure food, clothing, and shelter;
- f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown;
- g) identifying and locating the current state-recognized tribes.

Vocabulary

limner, meaning, portrait

Activities and Materials

- Participating in discussions, drawing
- Drawing paper, drawing pencils

Instructional Strategies

Visual Arts Standard 4.17

- Display examples of works of art that may be interpreted to have more than one meaning (e.g., works by Salvador Dalí, Marc Chagall, Joan Miró). Direct students to examine each work carefully and discuss the artist's probable intent. Ask students whether each work might have an additional meaning, and if so, to discuss it.
- Display examples of American limner portraits. Direct students to describe objects seen in the portraits aside from the person(s). Discuss with students why the artists may have chosen to depict additional items or scenery in order to add meaning for the viewer. Discuss with students what types of items they might choose to depict in order to communicate to a viewer something about themselves. Provide materials, and direct students to produce a self-portrait, using the style of one of the selected limner portraits.

History and Social Science Standard VS.2

- Display symbols from various examples of Virginia Indian art, and discuss their meanings. Lead a class discussion about the Virginia Indian Tribes. Provide each student with a map of Virginia, and direct students to locate each tribe on the map and draw a symbol representing it at that place on the map.

- Display examples of American Indian works of art depicting people doing various activities. Have students examine each displayed work and discuss the possible meanings it might have, such as showing the people's adaptation to their environment in regard to food, clothing, and shelter—how they hunted/cooked, how they dressed, and how they lived in dwellings.

Visual Arts Standard 4.18

The student will analyze works of art based on visual properties.

Strand

Judgment and Criticism

Goals

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

Related Academic Standard of Learning

English Standard 4.2

The student will make and listen to oral presentations and reports.

- a) Use subject-related information and vocabulary.
- b) Listen to and record information.
- c) Organize information for clarity.
- d) Use language and style appropriate to the audience, topic, and purpose.

Vocabulary

elements of art, principles of design, visual properties

Activities and Materials

Participating in discussions, making oral presentations, taking notes

Instructional Strategies

Visual Arts Standard 4.18

- Display several realistic works of art, and discuss the principles of design (balance, rhythm, proportion, emphasis, movement, pattern, unity, variety) used by the artist in each. Lead a class discussion of ways to use the principles of design to create a realistic work of art.
- Display several abstract works of art, and discuss the elements of art (line, shape, form, color, value, texture, space) used by the artist in each. Lead a class discussion of ways to use the elements of art to create an abstract work of art.
- Display examples of colonial portraits. Have students identify the elements of art and the principles of design employed in each. Lead a class discussion to suggest improvements to each portrait through a better understanding of the principles of design and a more successful application of the elements of art.
- Display examples of Polish cut paper designs called “Wycinanki” (pronounced Vee-chee-non-kee), and discuss the types of shapes used to create them. Direct students to point out the positive and negative spaces and explain their roles in the designs.

English Standard 4.2

- Display abstract works of art. Divide the class into small groups. Assign each group one abstract work and one element of art. Direct each group to identify where, how, and why the assigned element of art was used by the artist in the assigned artwork. Have each group develop an oral presentation to explain this to the class, using appropriate art vocabulary.
- Display realistic works of art. Direct students to take notes as you explain the principles of design and how artists use them to convey meaning in their art. Have students use their notes in a class discussion about the principles of design as used in each displayed print.
- Have each student research one principle of design and prepare a brief oral report. Display at least two works of art that clearly demonstrate each principle of design. Ask students to choose the displayed work that best demonstrates their selected principle. Have students take turns presenting their oral reports to the class, using appropriate art vocabulary to identify how the selected principle of design was used by the artist in the chosen artwork

- Divide the class into groups, and assign each group a principle of design. Provide various art books and art reproductions, and direct each group to use the provided resources to create a brief oral report about their assigned principle of design. Direct each group to present their report, using appropriate art vocabulary, while the remaining students take notes on it.

Visual Arts Standard 4.19

The student will compare and contrast abstract, representational, and nonrepresentational works of art.

Strand

Judgment and Criticism

Goals

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

Related Academic Standard of Learning

Mathematics Standard 4.15

The student will recognize, create, and extend numerical and geometric patterns.

Vocabulary

abstract, geometric, nonrepresentational, representational

Activities and Materials

- Participating in discussions, making lists, drawing and coloring
- Paper, drawing pencils, colored pencils or markers

Instructional Strategies

Visual Arts Standard 4.19

- Display several abstract, representational, and nonrepresentational works of art. Lead the class in a discussion to categorize the displayed works into these three categories. Then, direct students to list the similarities and differences among the artworks in each category.
- Divide the class into small groups, and provide each group with a the same set of abstract, representational, and nonrepresentational works of art. Direct each group to sort the works into three groups according to the three art categories. Have groups defend their choices.
- Display examples of representational and nonrepresentational mosaics. Direct students to compare and contrast the displayed designs.
- Display examples of abstract art that depict the same subject matter. Lead a class discussion comparing and contrasting the displayed works.

Mathematics Standard 4.15

- Display, and discuss representational and nonrepresentational designs in mosaics from ancient Greece and Rome. Have students view each design and identify the geometric patterns in it.
- Display an example of wallpaper featuring an extended geometric pattern. Discuss with students how the pattern was extended. Discuss the concept of the wallpaper “repeat.” Provide materials, and have students create an extended geometric wallpaper pattern.

Visual Arts Standard 4.20

The student will identify and investigate ways that works of art from popular culture reflect the past and influence the present.

Strand

Judgment and Criticism

Goals

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

Related Academic Standard of Learning

History and Social Science Standard VS.1

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

- a) identify and interpret artifacts and primary and secondary source documents to understand events in history;
- b) determine cause-and-effect relationships;
- c) compare and contrast historical events;
- d) draw conclusions and make generalizations;
- e) make connections between past and present;
- f) sequence events in Virginia history;
- g) interpret ideas and events from different historical perspectives;
- h) evaluate and discuss issues orally and in writing;
- i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

Vocabulary

cause-and-effect, popular culture

Activities and Materials

- Participating in discussions, writing

Instructional Strategies

Visual Arts Standard 4.20

- Display works of several artists from popular African American culture (e.g., Horace Pippin, Jacob Lawrence, Beauford Delaney). Discuss the social realism depicted in each work. Lead a class discussion of ways the works reflect the past and what influence they may have on people today.
- Display works of several artists from popular Hispanic culture (e.g., Diego Rivera, Frida Kahlo, Graciela Iturbide). Lead a class discussion about the subject matter of each work, ways each work reflects the past, and what influence it might have on the present.
- Display images of various present-day quilts alongside quilts from colonial America. Discuss with students the symbols and designs and the ways the quilt colonial designs have influenced present-day quilt designs.
- Display several of Andy Warhol's prints of advertising images. Discuss the artist's success in taking a familiar commercial image and changing the viewer's ideas about it. Compare the intent of the original advertisement (to create a desire for the product) with the results of Warhol's work (to cause the viewer to see the image as a work of art with a different meaning). Discuss Warhol's influence on the visual arts and advertising of today.

History and Social Science Standard VS.1

- Direct students to research the visual arts and crafts contributions made by slaves in colonial Virginia. Have students evaluate and discuss these contributions in a brief oral report, highlighting ways they reflect the past and influence the present.

- Display works of art created during the Harlem Renaissance. Direct students to select an artwork and research the images depicted in the work. Have students discuss their findings in a brief oral report, drawing conclusions about the past and its influence on present-day African American artists.
- Direct students to conduct research on the importance of natural resources to the development of arts and crafts in colonial Virginia. Have students evaluate and discuss in a brief written report the cause-and-effect relationship between certain natural resources and the arts and crafts that were common in colonial Virginia. Direct students to include ways these common arts and crafts reflect the past and still have influence on us today.

Visual Arts Standard 4.21

The student will support the selection of a work of art, using appropriate art vocabulary.

Strand

Judgment and Criticism

Goals

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

Related Academic Standard of Learning

English Standard 4.9

The student will demonstrate comprehension of information resources to research a topic.

- a) Construct questions about a topic.
- b) Collect information from multiple resources including online, print, and media.
- c) Use technology as a tool to organize, evaluate, and communicate information.
- d) Give credit to sources used in research.
- e) Understand the difference between plagiarism and using own words

Vocabulary

art period, art movement, art style, cool colors, line, repetition, warm colors

Activities and Materials

Participating in discussions, constructing written questions

Instructional Strategies

Visual Arts Standard 4.21

- Display works of art that demonstrate the use of repetition. Direct each student to select one artwork that most successfully incorporates repetition and support the selection, using appropriate art vocabulary, during a class discussion.
- Display works of art that use warm and/or cool colors to evoke a feeling or mood. Ask each student to choose one artwork that most successfully evokes a feeling or mood through the use of warm and/or cool colors. Have each student support his/her choice, using appropriate art vocabulary, during a class discussion.
- Display works of art that are clear examples of different art periods, art styles, or art movements. Ask each student to select one artwork that best uses the elements of art and to support the selection, using appropriate art vocabulary, during a class discussion.
- Display abstract works of art in which line is the emphasized element. Ask each student to choose one work as the most successful use of line and to support his/her choice, using appropriate art vocabulary, during a class discussion.
- Display works of art that demonstrate either visual or tactile texture. Ask each student to select one artwork that best shows visual or tactile texture and to support the selection, using appropriate art vocabulary, during a class discussion.

English Standard 4.9

- Post a list of significant works of art grouped into different art periods, art styles, or art movements. Ask students to select one artwork and to collect information on the Internet about the work and the artist. Have students write a report on their findings, explaining with appropriate art vocabulary why the work belongs to a particular art period, art style, or art movement.
- Display various realistic works of art. Direct students to select one work and to construct several written questions about it, using appropriate art vocabulary. Have students present their questions to the class. After each student's questions, the class should identify the work to which the questions relate and support their identification, using appropriate art vocabulary.

- Display various realistic works of art. Direct students to select one work and to construct several written questions about it, using appropriate art vocabulary. Have students present their questions to the class. After each student's questions, the class should identify the work to which the questions relate and support their identification, using appropriate art vocabulary.

Visual Arts Standard 4.22

The student will compare and contrast works of art by genre.

Strand

Judgment and Criticism

Goals

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

Related Academic Standard of Learning

English Standard 4.5

The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.

- a) Explain the author's purpose.
- b) Describe how the choice of language, setting, characters, and information contributes to the author's purpose.
- c) Identify the main idea.
- d) Summarize supporting details.
- e) Identify the problem and solution.
- f) Describe the relationship between text and previously read materials.
- g) Identify sensory words.
- h) Draw conclusions/make inferences about text.
- i) Make, confirm, or revise predictions.
- j) Identify cause-and-effect relationships.
- k) Use reading strategies throughout the reading process to monitor comprehension.
- l) Read with fluency and accuracy.

Vocabulary

abstract, genre, landscape, narrative, portrait, representational

Activities and Materials

Participating in discussions, making charts

Instructional Strategies

Visual Arts Standard 4.22

- Before engaging in these activities, define for students the term *genre* as it is used in the visual arts to refer to *subject matter*: depiction of realistic scenes from the everyday lives of ordinary people in specific times and places. *Genre works*, also called *genre scenes* or *genre views*, are pictorial representations done in any media of such actual or imaginary scenes or events from everyday life.
- Display various genre works of art (e.g., works by William Johnson, Winslow Homer) depicting scenes such as markets, domestic activities, parties, inn scenes, picnics, and daily work. Review the meaning of the term *genre works*. Lead a class discussion to compare and contrast the displayed artworks. Direct students to create a chart summarizing their observations, listing the artist and title of each work in the appropriate columns of the chart.
- Display various genre works of art in different styles (e.g., realistic, impressionistic, abstract), and review the meaning of the term *genre works*. Tell students that although these works may be in different styles, they are still genre works. Lead a class discussion of the similarities and differences observed among the displayed works.
- Display various genre works of art, and lead a class discussion about the meaning of each work, noting that whether the scenes are actual or imaginary, all of them are still realistic (scenes from the everyday lives of ordinary people). Direct students to categorize the displayed works of art as ones that may be actual and ones that may be imaginary.

- Display various genre works of art, and lead a class discussion about the meaning of each work—what the artist intended to convey. Direct students to identify and sort the works according to categories they create. Direct students to defend their choice of category for each work.
- Display various genre works of art created in a variety of media (e.g., oil, watercolor, pastel, pencil). Assign students to categorize the works by media.

English Standard 4.5

- Display various genre works of art, and direct students to describe what they think was the artist’s purpose for creating each work. Have students then describe how the setting and other information contributes to the artist’s purpose.
- Display various narrative works of art that depict historical events. Direct students to identify the event shown in each work, using research resources if necessary, and to identify whether the artist used a mixture of fact and fantasy in the depiction. Have students list the elements in each work that may be actual (fact) and those that may be imaginary (fantasy). Have the class discuss the artist’s purpose in creating each work and explain why the artist may have included fanciful elements to embellish fact when depicting the historical event.

Visual Arts Standard 4.23

The students will discuss how criteria used to value art may vary from one culture to another.

Strand

Aesthetics

Goal

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

Related Academic Standard of Learning

English Standard 4.2

The student will make and listen to oral presentations and reports.

- a) Use subject-related information and vocabulary.
- b) Listen to and record information.
- c) Organize information for clarity.
- d) Use language and style appropriate to the audience, topic, and purpose.

Vocabulary

criteria, criterion, culture, differences, similarities

Activities and Materials

Participating in discussions, making oral presentations

Instructional Strategies

Visual Arts Standard 4.23

- Display works of art from a variety of present-day cultures (e.g., European, American, African, Chinese). Lead a class discussion about what is depicted in each work and what it signifies about the culture. Discuss with students how criteria used to value art varies among these cultures.
- Display works of African and American Indian art from the same historical period. Ask students to discuss the similarities and differences between the works of the two cultures. Have students make observations and draw conclusions about the criteria each culture may have used to value its art.
- Display works of art from the cultures of eighteenth-century England and colonial Virginia. Lead students in discussing the similarities and differences between the works of the two cultures and identifying the cultural similarities and differences the works reveal. Have students make inferences and draw conclusions based on their observations about why these works have been valued enough to have been preserved. Ask what criteria were used to value the artworks during the period of their creation and what criteria are used today to value them.

English Standard 4.2

- Display a representative work of art from each of several cultures (e.g., English, Scotch-Irish, German, and others). Direct students to prepare and make oral presentations describing the similarities and differences among the displayed works. Follow up with a class discussion about what seems to be important to the cultures represented by the artworks and the criteria used to value art in each of these cultures.
- Display a print of a representative work of art from each of several cultures. Divide the class into groups, and direct each group to select one of the works and prepare an oral presentation about it, including what it says about the culture and the criteria the culture may use to value art. Have each group present their report, using appropriate art vocabulary. Follow up with a class discussion about how criteria used to value art may vary from one culture to another.

Visual Arts Standard 4.24

The student will discuss how personal beliefs influence responses to works of art.

Strand

Aesthetics

Goal

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

Related Academic Standard of Learning

English Standard 4.1

The student will use effective oral communication skills in a variety of settings.

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas.
- c) Seek ideas and opinions of others.
- d) Use evidence to support opinions.
- e) Use grammatically correct language and specific vocabulary to communicate ideas.
- f) Communicate new ideas to others.
- g) Demonstrate the ability to collaborate with diverse teams.
- h) Demonstrate the ability to work independently.

Vocabulary

cultural, ethnic

Activities and Materials

Participating in discussions, making lists

Instructional Strategies

Visual Arts Standard 4.24

- Display works of art that evoke emotional reactions in the viewer (e.g., Pablo Picasso's *Guernica*, Salvador Dalí's *The Persistence of Memory*, Mary Cassatt's *Children Playing on the Beach*, Norman Rockwell's *Runaway*). Have students discuss their reactions to the art and to explain how their personal beliefs influenced their responses to them.
- Display works of art that show ethnic or cultural differences (e.g., works by Horace Pippin, Graciela Iturbide, Carrie Mae Weems). Discuss with students the subject matter depicted in each work. Direct the class to generate a list of words that might be used to describe each displayed work. Then, base a class discussion on the class list, discussing how personal beliefs influenced responses to the artworks and, therefore, the choice of words used to describe them.
- Display various impressionistic works of art. Lead a class discussion about the ways the artist used color to express emotion in each work. Direct students to discuss, using appropriate art vocabulary, how the works of art affected them and what personal beliefs may have influenced their responses.
- Discuss how the visual arts are one form of communication, along with written language, music, drama, and dance. Direct students to view and study a variety of works of art that communicate a specific idea, event, or emotion. Discuss with students how the artists used the elements of art and the principles of design to communicate their ideas. Include in the discussion ways that personal beliefs of the viewers may either enhance or interfere with this communication.
- Display a variety of man-made and natural objects. Ask students to make a list of the objects that they think are art. Lead a class evaluation of each object, discussing why it is or is not art. Direct students to defend their choices. For the objects deemed by the majority to be art, have students describe their responses to them and comment on how their personal beliefs influenced their responses.

English Standard 4.1

- Display works of art depicting subject matter that reflects cultural diversity, and ask students to discuss their responses to each artwork. Discuss with students ways their personal experiences may have influenced their

reactions, using appropriate art vocabulary. Have students list the ideas and opinions of their classmates and use these varying views to write a paragraph about how personal experiences and beliefs can influence responses to works of art.

- Display a variety of abstract, nonrepresentational works of art. Generate with students a list of things that might influence a viewer's response to the works. Have students discuss, using grammatically correct language and appropriate art vocabulary, why their personal beliefs might be a factor in their responses to such works of art. Discuss ways students might be more objective in responding to such works in the future.
- Display a wide variety of works of art in contrasting styles. Discuss with students how art is a form of communication. Ask the class to discuss, using appropriate art vocabulary and evidence to support opinions, what they think the artist of each work is communicating in the work. Extend the discussion with an analysis of the ways the students' personal experiences and beliefs influenced their responses to the work and, consequently, their understanding of the artist's communication. Have students debate whether there are ways to cause their responses to be more objective—less affected by their personal beliefs and experiences. Stimulate discussion by asking, "When viewing a work of art, is responding to it and understanding and/or judging it the same thing? Is saying whether you like it or dislike it the same as understanding it and/or saying whether it is good or bad? Why, or why not?"

Visual Arts Standard 4.25

The student will formulate questions about works of art.

Strand

Aesthetics

Goal

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

Related Academic Standard of Learning

English Standard 4.9

The student will demonstrate comprehension of information resources to research a topic.

- a) Construct questions about a topic.
- b) Collect information from multiple resources including online, print, and media.
- c) Use technology as a tool to organize, evaluate, and communicate information.
- d) Give credit to sources used in research.
- e) Understand the difference between plagiarism and using own words

Vocabulary

architecture, elements of art, principles of design, silk screen, Pop Art

Activities and Materials

Participating in discussions, formulating questions, making lists

Instructional Strategies

Visual Arts Standard 4.25

- Display images of ancient Greek and colonial American architecture. Direct students to formulate questions concerning the influence of Greek architecture on colonial American architecture. Lead a class discussion on the topic, using the students' questions to prompt discussion.
- Display examples of Pop Art silk screens by Andy Warhol. Direct students to formulate questions concerning the silk screen process. Then, have students use these questions to conduct research about silk screening in preparation for an oral report.
- Display several colonial American portraits. Discuss the similarities and differences seen in the displayed works of art. Ask students to think of questions to ask the artists about their displayed works of art, if they could communicate with them.
- Display a variety of works of art, and ask students to formulate questions concerning the use of the elements of art in the displayed works.
- Display works of art created in different media by different artists. Ask students to choose one work and formulate questions that could be used in an interview with the artist to gain an understanding of the work and how it was produced.

English Standard 4.9

- Display examples of American Indian art and African art. Direct students to generate questions concerning ways the American Indian art and African art influenced the cultural landscape of America. Have students research the topic by collecting information, using Internet, print, and media resources, and evaluating and synthesizing information to write a short report.
- Display a variety of American works of art by twentieth-century artists (e.g., Louise Nevelson, Norman Rockwell, Georgia O'Keefe, Jacob Lawrence). Direct students to select one work and generate a list of questions to ask the artist about the influence of his/her cultural history on his/her art. Have students research the artist and the work by collecting information, using Internet, print, and media resources, and evaluating and synthesizing information to write a short report.

Visual Arts Standard 4.26

The student will select a preferred work of art from among others and defend the choice, using appropriate art vocabulary.

Strand

Aesthetics

Goal

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

Related Academic Standard of Learning

English Standard 4.2

The student will make and listen to oral presentations and reports.

- a) Use subject-related information and vocabulary.
- b) Listen to and record information.
- c) Organize information for clarity.
- d) Use language and style appropriate to the audience, topic, and purpose.

Vocabulary

culture, elements of art, landscape, media

Activities and Materials

Participating in discussions

Instructional Strategies

Visual Arts Standard 4.26

- Display a variety of landscapes in different styles (e.g., realistic, impressionistic, abstract), and discuss the common elements—things that make each work a landscape—and the elements that make them different. Ask students to select the work they most prefer and defend their choice, using appropriate art vocabulary.
- Display works of art from a variety of cultures, and discuss the subjects depicted. Ask students to select the work they most prefer and defend their choice, using appropriate art vocabulary.
- Display works of art from different time periods, and discuss the differences and similarities among them. Ask students to select the work they most prefer and defend their choice, using appropriate art vocabulary.
- Display works of art done in a variety of media but depicting similar subject matter. Ask students to select the work they most prefer and defend their choice, using appropriate art vocabulary.
- Display a variety of works of art, and discuss the use of the elements of art in each work. Ask students to select the work they most prefer and defend their choice, using appropriate art vocabulary.

English Standard 4.2

- Display two different works of art for which you have written art critiques. After students have had time to examine both works, read both critiques aloud, and direct students to take notes as they listen carefully and record information about the work being critiqued. Then, have them select the work they most prefer and defend their choice, using their notes and appropriate art-related information and vocabulary.
- Display several works of art, and ask the class to select a favorite one by consensus. Ask several students to defend the choice, using appropriate art vocabulary. Direct the other students to listen to the students' oral explanations, recording the main points. In a class discussion, have the other students explain whether they agree or disagree with the explanations, using appropriate art vocabulary.
- Ask each student to select their favorite work of art and secure an image of it to display in class. Have each student make an oral report explaining his/her choice, using appropriate art information and vocabulary.