

## Alabama Standards: *Picasso to Warhol* Tour Grades K-12

Assembled exclusively for the High from The Museum of Modern Art in New York, this exhibition is a who's who of twentieth-century artists. While engaging with some of modern art's most important works, students will learn what makes a work of art a masterpiece and what makes an artist a master. While learning how modern artists expanded the definition of art, students will discover the many connections between modern art and their classroom curriculum.

A tour of *Picasso to Warhol: Fourteen Modern Masters* can support the following Alabama Standards:

### **Kindergarten**

#### ***Art***

4. Identify line, shape, color, texture, and repetition in works of art.
5. Identify moods, feelings, and emotions generated by a work of art.
6. Identify artistic characteristics of cultures, times and places. Examples: cultures- designs on tribal masks of Africa and carnival masks of Brazil, times- line quality of prehistoric cave drawings, places- architectural design of medieval castles in Europe.
7. Identify examples of visual arts within the community. Examples: architecture, murals, environmental sculptures, digital media productions
8. Identify works of art viewed by using digital media tools and products. Example: Using the Internet to participate in interactive museum programs.
9. Identify similarities among the visual arts and other disciplines.

#### ***English***

5. Demonstrate listening comprehension of passages, including retelling stories and answering questions.
7. Recognize basic features of informational texts.
10. Use print and nonprint classroom, library, and real-world resources to acquire information.
11. Follow one- and two- part oral directions.
12. Select appropriate voice levels when interacting with others.

#### ***Science***

4. Identify properties of motion, including change of position and change of speed.
7. Classify objects using the five senses.

#### ***Social Studies***

7. Identify representations of Earth using technology, maps, and globes.
11. Identify historic symbols of patriotism.

### **Grade 1**

#### ***Art***

3. Identify neutral colors, form and space in works of art. Example: space- Alexander Calder's mobiles.
4. Recognize similarities and differences in media, visual and tactile characteristics, and natural or man-made forms used in artwork.
5. Describe moods, feelings, and emotions depicted by a work of art.

6. Recognize artistic characteristics of various cultures, times, and places.

### ***English***

3. Demonstrate vocabulary skills, including sorting words into categories and deriving word meaning from context within sentences and paragraphs. Examples: categories-synonyms, antonyms, homonyms
7. Use the basic features of informational text to distinguish fact from fiction. Examples: captions, headings, table of contents.
12. Collect information from print and nonprint resources to investigate a teacher- or student-selected topic. Examples: nonfiction books, videos, resource persons, interviews, Web-based sources, dictionaries.
13. Listen for meaning in conversations and discussions, including looking at the speaker without interrupting.
14. Use appropriate intonation when speaking and interacting with others.

### ***Math***

8. Differentiate among plane shapes, including circles, squares, rectangles, and triangles.
9. Identify solid shapes in the environment, including cubes, rectangular prisms, cones, spheres, and cylinders.

### ***Science***

2. Identify basic properties of objects.
3. Describe effects of forces on objects, including change of speed, direction, and position.

## **Grade 2**

### ***Art***

4. Explain similarities and differences in works of art including color schemes, symmetrical balance, and geometric and organic shapes.
5. Describe the media technique used in a specific work of art.
6. Relate moods, feelings, and emotions generated by a work of art to life experiences.
7. Describe artistic styles of various cultures, times, and places.
8. Identify ways art reflects and records history.

### ***English***

5. Read with fluency, passages containing complex sentences. Example: sentences with phrases and clauses.
6. Differentiate among folktales, tall tales, fables, realistic fiction, and other narrative texts.
7. Explain how authors use text features to identify key and supporting ideas in informational texts. Examples: boldface, maps, charts, diagrams.
12. Utilize research skills to collect and record information on a specific topic.

### ***Math***

8. Describe attributes of two- dimensional (plane) and three- dimensional (solid) figures using the terms side, surface, edge, vertex, and angle.

### ***Social Studies***

2. Identify past and present contributions of a variety of individuals who have overcome difficulties or obstacles to achieve goals.
11. Explain how the diversity of people and customs in the United States and the world affect viewpoints and ideas.

## **Grade 3**

### ***Art***

6. Compare works of art in terms of complementary colors schemes, value, contrast, and asymmetrical balance.

7. Identify symbols and signs depicting specific ideas, moods, feelings and emotions generated by a work of art.
8. Identify ideas and feelings expressed by individual artists in works of art.
9. Contrast artistic styles of various cultures, times and places.

### ***English***

4. Use a wide range of strategies and skills, including retelling information, using context clues, and making inferences to identify main idea, to comprehend third-grade informational and functional reading materials.
13. Demonstrate the ability to follow multistep oral directions.

### ***Math***

8. Identify geometric representations for points, lines, perpendicular lines, parallel lines, angles, and rays.

### ***Science***

4. Define force and motion.

## **Grade 4**

### ***Art***

4. Describe how the elements of arts and principles of design, including rhythm, movement, and emphasis, are used in a specific work of art.
5. Describe functions of art within the total environment, including functional sculptures, urban improvement, and transportation.
6. Compare different interpretations of the same subject or theme in art.
7. Utilize community resources to identify works of art from various cultures, times and places.
8. Identify works of art from various artists that were inspired by the environments in which they were created.

### ***English***

4. Identify literary elements and devices, including characters, important details and similes, in recreational reading materials and details in informational reading materials.
5. Use a wide range of strategies and skills, including using sentence structure, locating information, and distinguishing fact from fiction, to comprehend fourth-grade informational and functional reading materials.
14. Identify strategies of a skillful listener, including attending to the listening task and assigning meaning to the message.

### ***Math***

11. Identify triangles, quadrilaterals, pentagons, hexagons, or octagons based on the number of sides, angles, and vertices.

## **Grade 5**

### ***Art***

3. Explain the elements of art and principles of design, including variety and unity in a work of art.
5. Identify societal values, beliefs, and everyday experiences expressed through works of art.
6. Describe works of art according to the style of various cultures, times and places.
7. Associate a particular artistic style with an individual artist.

### ***English***

13. Apply strategies of a skillful listener, including maintaining eye contact, attending to the listening task, and assigning meaning to the message.

## **Grade 6**

### ***Art***

3. Apply appropriate vocabulary in discussing a work of art.
5. Define the appropriate technical terminology in creating a work of art.
6. Discuss ways in which the subject matter of other disciplines is connected with the visual arts.
7. Describe the historical and cultural influences on a work of art.

### ***English***

17. Use listening skills for remembering significant details, directions, and sequences.

### ***Math***

4. Identify two-dimensional and three-dimensional figures based on attributes, properties, and component parts.

### ***Social Studies***

2. Describe the impact of industrialization, free markets, urbanization, communication, and cultural changes in the United States prior to World War I.
6. Identify cultural and economic developments in the society of the United States from 1877 through the 1930s.
10. Identify major social and cultural changes in the United States from 1945 to 1960.
13. Describe the role of major civil rights leaders and significant ideas occurring during the modern Civil Rights Movement.
14. Identify cultural and economic changes throughout the United States from 1960 to present.

## **Grade 7**

### ***Art***

3. Apply appropriate vocabulary in discussing a work of art.
5. Define the appropriate technical terminology in creating a work of art.
6. Discuss ways in which the subject matter of other disciplines is connected with the visual arts.
7. Describe the historical and cultural influences on a work of art.

### ***English***

15. Demonstrate listening skills, including identifying the main idea, detail, purpose, and bias in group discussions, public speeches and media messages.

### ***Social Studies***

5. Identify physical, economic, political, and cultural characteristics of selected regions in the Eastern Hemisphere, including Europe, Asia and Africa.

## **Grade 8**

### ***Art***

3. Apply appropriate vocabulary in discussing a work of art.
5. Define the appropriate technical terminology in creating a work of art.
6. Discuss ways in which the subject matter of other disciplines is connected with the visual arts.
7. Describe the historical and cultural influences on a work of art.

### ***Math***

8. Compare quadrilaterals, triangles, and solids, using their properties and characteristics.

## **Grades 9-12**

### ***Social Studies: Grade 11***

5. Describe the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, immigration, the Red Scare, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, the Harlem Renaissance, the Great Migration, E.C. Handy, the Jazz Age, and Zelda Fitzgerald.
13. Describe the Women's Movement, the Hispanic Movement, and the Native American Movement during the 1950s and 1960s.

### ***Art: Level I***

7. Describe personal, sensory, emotional and intellectual responses to the visual qualities of a work of art.
8. Evaluate selected works of art to determine the effectiveness of their organization.
10. Utilize specialized terminology from art history, aesthetics, criticism, and production in discussions of works of art.
11. Describe historical themes, symbols, and styles associated with works of art from various cultures, times, and places, including major periods and movements.

### ***Art: Level II***

5. Describe the various artistic contributions to environmental and social issues.
7. Use appropriate visual arts terminology in response to works of art, including the elements of art and principles of design.
8. Describe stylistic characteristics of selected works of art and architecture.
9. Identify various uses of the visual arts in business and industry.
10. Compare ways of producing, responding, and understanding in the visual arts with other arts disciplines, the humanities, and other academic subject areas.

### ***Art: Level III***

5. Apply the four step process of critical analysis to works of art, including describing what is seen, analyzing how each artist arranged the elements of the art and principles of design, interpreting expressive intent and purpose, and judging the effectiveness of communication.
7. Explain purpose, function, and meaning of selected works of art from a variety of cultures, times and places.
8. Compare modes of artistic expression used in art and other academic disciplines.

### ***Art: Level IV***

5. Relate ideas of selected critics, historians, aestheticians, and artists to specific works of art.
6. Interpret expressive intentions and purposes in selected works of art based on intrinsic and extrinsic conditions.
7. Analyze specific works of art to determine the relationship between intrinsic qualities and historical and cultural context.
8. Analyze artists' choices in order to interpret meanings, ideas, attitudes, views and intentions in works of art.
10. Compare the creative processes of visual arts with other arts disciplines, the humanities, and other academic areas.