

National 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 National Standards:

Visual Art

NA-VA.K-4.1 Understanding and Applying Media, Techniques and Processes

Achievement standard:

- Students know the difference between materials, techniques, and processes.
- Students describe how different materials, techniques, and processes cause different responses.
- Students use different media, techniques, and processes to communicate ideas, experiences, and stories.
- Students use art materials and tools in a safe and responsible manner.

NA-VA.K-4.2 Using Knowledge of Structures and Functions

Achievement Standard:

- Students know the differences among visual characteristics and purposes of art in order to convey ideas.
- Students describe how different expressive features and organizational principles cause different responses.
- Students use visual structures and functions of art to communicate ideas.

NA-VA.K-4.4 Understanding the Visual Arts in Relation to History and Cultures

Achievement Standard:

- Students know that the visual arts have both a history and specific relationships to various cultures.
- Students identify specific works of art as belonging to particular cultures, times, and places.
- Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.

NA-VA.K-4.5 Reflection upon and Assessing the Characteristics and Merits of their Work and the Work of Others

Achievement Standard:

- Students understand there are various purposes for creating works of visual art.
- Students describe how people's experiences influence the development of specific artworks
- Students understand there are different responses to specific artworks.

NA-VA.K-4.6 Making Connections between Visual Arts and Other Disciplines

Achievement Standard:

- Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines.
- Students identify connections between the visual arts and other disciplines in the curriculum.

NA-VA.5-8.4 Understanding the Visual Arts in Relation to History and Cultures

Achievement Standard:

- Students know and compare the characteristics of artworks in various eras and cultures
- Students describe and place a variety of art objects in historical and cultural contexts

- Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.

NA-VA.5-8.5 Reflecting Upon and Assessing the Characteristics and Merits of their Work and the Work of Others

Achievement Standard:

- Students compare multiple purposes for creating works of art.
- Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.
- Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.

NA-VA.5-8.6 Making Connections between Visual Arts and Other Disciplines

Achievement Standard:

- Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods or cultural context
- Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

NA-VA.9-12.2 Using Knowledge of Structures and Functions

Achievement Standard:

- Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
- Students evaluate the effectiveness of artworks in terms of organizational structures and functions.
- Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Achievement Standard, Advanced:

- Students demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives.
- Students create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions.

NA-VA.9-12.3 Choosing and evaluating a Range of Subject Matter, Symbols, and Ideas

Achievement Standard:

- Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
- Students apply subjects, symbols and ideas in their artworks and use the skills gained in daily life

Achievement Standard, Advanced:

- Students describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others
- Students evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' works and in significant works by others.

NA-VA.9-12.4 Understanding the Visual Arts in Relation to History and Cultures

Achievement Standard:

- Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
- Students describe the function and explore the meaning of specific art objects within varied cultures, times and places.
- Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Achievement Standard, Advanced:

- Students analyze and interpret artworks for relationships among form, context, purposes and critical models, showing understanding of the work of criticism historians, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

- Students analyze common characteristics of visual arts evident across time and amount cultural/ethnic groups to formulate analyses evaluations, and interpretations of meaning.
- NA-VA.9-12.5 Reflecting upon and Assessing the Characteristics and Merits of their Work and the Work of Others

Achievement Standard:

- Students identify intentions of those creating artworks, explore the implications of various purposes and justify their analyses of purposes in particular works.
- Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
- Students reflect analytically on various interpretations as a means of understanding and evaluating works of visual art.

Achievement Standard, Advanced:

- Students correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views and intentions.

NA-VA.9-12.6 Making Connections between Visual Arts and Other Disciplines

Achievement Standard:

- Students compare the materials, technologies, media and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
- Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Achievement Standard, Advanced:

- Students synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences.

English

NL-ENG.K-12.5 Communication Skills

Students adjust their use of spoken, written, and visual language (e.g., conversations, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

NL-ENG.K-12.6 Applying Knowledge

Students apply knowledge of language structure, language conventions, (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

NL-ENG.K-12.7 Evaluating Data

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

NL-ENG.K-12.8 Developing Research Skills

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

NL-ENG.K-12.12 Applying Language Skills

Students use spoken, written, and visual language to accomplish their own purpose (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Science

NS.K-4

Physical Science

As a result of the activities in grade K-4, all students should develop an understanding of:

- Properties of objects and materials
- Position and motion of objects.
- Light, heat, electricity, and magnetism

NS.5-8.2

Physical Science

As a result of the activities in grade 5-8, all students should develop an understanding of:

- Properties and changes of properties in matter.
- Motions and forces.

- Transfer of energy.

Geography

NSS-G.K-12.2 Places and Regions

As a result of their activities in grades K-12, all students should:

- Understand the physical and human characteristics of places.
- Understand that people create regions to interpret Earth's complexity.
- Understand how culture and experience influence people's perceptions of places and regions.

NSS-G.K-12.6 The uses of Geography

As a result of their activities in grades K-12, all students should:

- Understand how to apply geography to interpret the past.
- Understand how to apply geography to interpret the present and plan for the future.

History

NSS-USH.K-4.3 The History of The United States: Democratic Principles and Values and the People from Many Cultures who Contributed to its Cultural, Economic, and Political Heritage.

- Understands how democratic values came to be, and how they have been exemplified by people, events, and symbols.
- Understands the causes and nature of movements of large groups of people into and within the United States, now and long ago.
- Understands the folklore and other cultural contributions from various regions of the United States and how they helped to form a national heritage.

NSS-USH.K-4.4 The History of Peoples of Many Cultures around the World

- Understands selected attributes and historical developments of societies in Africa, the Americas, Asia, and Europe.
- Understands major discoveries in science and technology, some of their social and economic effects, and the major scientists and inventors responsible for them.

NSS-USH.5-12.7 Era 7: The Emergence of Modern America (1890-1930)

- Understands how the rise of corporations, heavy industry, and mechanized farming transformed the American people.
- Understands the changing role of the United States in world affairs through World War I
- Understands how the United States changed from the end of World War I to the eve of the Great Depression.

NSS-USH.5-12.8 Era 8: The Great Depression and World War II (1929-1945)

- Understands the causes of the Great Depression and how it affected American society
- Understands how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.
- Understands the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.

NSS-USH.5-12.9 Era 9: Postwar United States (1945 to early 1970s)

- Understands the economic boom and social transformation of postwar United States.
- Understands how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
- Understands domestic policies after World War II
- Understands the struggle for racial and gender equality and the extension of civil liberties.

NSS-USH.9-12.10 Era 10: Contemporary United States (1968 to the present)

- Understands recent developments in foreign and domestic politics.
- Understands economic, social, and cultural developments in contemporary United States.

Geometry

Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships

Pre-K–2 Expectations:

- Recognize, name, build, draw, compare, and sort two- and three- dimensional shapes;

- Describe attributes and parts of two- and three- dimensional shapes;
- Investigate and predict the results of putting together and taking apart two- and three- dimensional shapes.

Grades 3-5 Expectations:

- Identify, compare, and analyze attributes of two- and three- dimensional shapes and develop vocabulary to describe the attributes;
- Classify two- and three-dimensional shapes according to their properties and develop definitions of classes of shapes such as triangles and pyramids.
- Investigate, describe, and reason about the results of subdividing , combining and transforming shapes;
- Explore congruence and similarity
- Make and test conjectures about geometric properties and relationships and develop logical arguments to justify conclusions.
- Specify locations and describe spatial relationships using coordinate geometry and other representational shapes.

Pre-K – 2 Expectations:

- Describe, name, and interpret relative positions in space and apply ideas about relative position;
- Describe, name and interpret direction and distance in navigating space and apply ideas about direction and distance.
- Find and name locations with simple relationships such as “near to” and in coordinate systems such as maps.

Grades 3-5 Expectations:

- Describe location and movement using common language and geometric vocabulary;
- Make and use coordinate systems to specify locations and to describe paths;
- Find the distance between points along horizontal and vertical lines of a coordinate system.
- Apply transformations and use symmetry to analyze mathematical situations

Pre-K–2 Expectations:

- Recognize and apply slides, flips, and turns;
- Recognize and create shapes that have symmetry
- Use visualization, spatial reasoning, and geometric modeling to solve problems

Pre-K–2 Expectations:

- Create mental images of geometric shapes using spatial memory and spatial visualization;
- Recognize and represent shapes from different perspectives;
- Relate ideas in geometry to ideas in number and measurement;
- Recognize geometric shapes and structures in the environment and specify their location.