Florida 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 Florida Standards:

Kindergarten

Science			
SC.K.N.1.5	Recognize that learning can come from careful observation.		
SC.K.P.8.1	Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weigh (heavy or light) and texture		
SC.K.P.9.1	Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.		
SC.K.P.12.1	Investigate that things move in different ways, such as fast, slow, etc.		
Visual Art			
VA.K.C.2.1	Describe personal choices made in the creation of artwork.		
VA.K.S.1.1	Explore art processes and media to produce artworks.		
VA.K.H.1.1	Describe art from selected cultures and places		
VA.K.H.1.2	Follow directions for suitable behavior in an art audience		
VA.K.H.1.3	Explain how art-making can help people express ideas and feelings		
VA.K.H.2.1	Compare selected artworks from various cultures to find differences and similarities.		
VA.K.H.2.2	Explore everyday objects that have been designed and created by artists.		
VA.K.H.2.3	Describe where artwork is displayed in school or other places.		
VA.K.F.1.2	Identify real and imaginary subject matter in works of art.		
Social Studi	ies		
SS.K.A.1.2	Develop an awareness of a primary source.		
SS.K.A.2.5	Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.		
SS.K.G.1.1	Describe the relative location of people, places, and things by using positional words.		
SS.K.E.1.1	Describe different kinds of jobs that people do and the tools or equipment used.		
Language A	arts		
LA.K.1.6.2	The student will listen to and discuss both familiar and conceptually challenging text		
LA.K.1.6.5	The student will use language correctly to express spatial and temporal relationships (e.g., up/down, before/after); and		
LA.K.1.6.6	The student will relate new vocabulary to prior knowledge.		
LA.K.5.2.1	The student will listen carefully and understand directions for performing tasks (e.g., three or four step oral directions).		
LA.K.5.2.5	The student will communicate effectively when relating experiences and retelling stories heard; and		

LA.K.5.2.6 The student will use complete sentences when speaking. LA.K.6.1.1 The student will identify the purpose of informational text and distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems). Math MA.K.G.2.2 Identify, name, describe and sort basic two-dimensional shapes such as squares, triangles, circles, rectangles, hexagons, and trapezoids MA.K.G.2.3 Identify, name, describe, and sort three-dimensional shapes such as spheres, cubes and cylinders. MA.K.G.2.4 Interpret the physical world with geometric shapes, and describe it with corresponding vocabulary. MA.K.G.5.1 Demonstrate an understanding of the concept of time using identifiers such as morning, afternoon, day, week, month year, before/after, shorter/longer. Grade 1 Science SC.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color and motion, and compare their observations with others SC.1.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float. Demonstrate and describe the various ways that objects can move, such as in a straight line, SC.1.P.12.1 zigzag, back-and-forth, round-and-round, fast, and slow. Visual Art VA.1.C.1.1 Create and discuss works of art that convey personal interests VA.1.C.1.2 Gather clues to help interpret and reflect work s of art. VA.1.C.2.1 Describe visual imagery used to complete artwork. Identify vocabulary that is used in both visual and other contexts. VA.1.C.3.1 VA.1.C.3.2 Distinguish between artwork, utilitarian objects, and objects from nature. VA.1.2.1.4 Use accurate art vocabulary to communicate ideas about art. VA.1.S.2.2 Describe the steps used in art production. VA.1.S.3.4 Identify and be respectful of artwork that belongs to others and represents their ideas. VA.1.H.1.1 Discuss how different works of art communicate information about a particular culture. VA.1.H.1.2 Discuss suitable behavior expected of audience members. VA.1.H.1.3 Describe ways in which artists use their work to share knowledge and life experiences VA.1.H.2.1 Compare artworks from different cultures, created over time, to identify differences in style and media VA.1.H.2.3 Identify places in which artworks may be viewed by others. VA.1.H.3.1 Identify connections between visual art and other content areas. VA.1.F.3.1 Describe the use of art to share community information. Social Studies SS.1.A.1.1 Develop an understanding of a primary source. SS.1.A.2.1 Understand history tells the story of people and events of other times and places. SS.1.A.2.2 Compare life now with life in the past. SS.1.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

Language Arts

SS.1.C.3.1

LA.1.1.6.1 The student will use new vocabulary that is introduced and taught directly.

Show respect and kindness to people and animals.

- LA.1.1.6.2 The student will listen to, read, and discuss both familiar and conceptually challenging text.
- LA.1.1.6.3 The students will use context clues.
- LA.1.1.6.5 The student will relate new vocabulary to prior knowledge.

LA.1.5.2.1	The student will listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules.		
LA.1.5.2.2	The student will retell specific details of information heard.		
LA.1.5.2.3	The student will listen attentively to fiction and nonfiction read-alouds and demonstrate understanding.		
LA.1.5.2.4	The student will use formal and informal language appropriately.		
LA.1.5.2.5	The student will communicate effectively when relating to experiences and retelling stories read		
	and heard.		
LA.1.5.2.6	The student will participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact and facing the speaker.		
Math			
MA.1.G.3.1	Use appropriate vocabulary to compare shapes according to attributes and properties such as		
WII 1.1.O.J.1	number and lengths of sides and number of vertices.		
MA.1.G.3.2	Compose and decompose plane and solid figures, including making predictions about them, to		
MA.1.G.5.2	build an understanding of part-whole relationships and properties of shapes. Compare and order objects according to descriptors of length, weight and capacity.		
Grade 2			
Science			
SC.2.N.1.5	Distinguish between empirical observation (what you see, hear, feel, smell or taste) and ideas or inferences (what you think).		
SC.2.P.8.1	Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets		
SC.2.P.9.1	Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.		
Visual Arts			
VA.2.C.3.1	Use accurate art vocabulary to identify connections among visual art and other contexts.		
VA.2.C.3.2	Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.		
VA.2.S.1.3	Explore art from different time periods and cultures as sources for inspiration.		
VA.2.S.1.4	Use accurate art vocabulary to discuss art.		
VA.2.S.3.4	Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.		
VA.2.H.1.1	Identify examples in which artists have created works based on cultural and life experiences.		
VA.2.H.1.2	Distinguish between appropriate and inappropriate audience behavior.		
VA.2.H.2.1	Identify differences or similarities in artworks across time and culture.		
VA.2.H.3.1	Describe connections made between creating with art ideas and creating with information from other content areas.		
Social Studies			
SS.2.A.1.1	Examine primary and secondary sources.		
SS.2.A.2.8	Explain the cultural influences and contributions of immigrants today.		
SS.2.A.3.1	Identify terms and designations of time sequence.		
SS.2.C.2.5	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans		
22.2.0.2.0	and women.		
SS.2.C.3.2	Recognize symbols, individuals, events, and documents that represent the United States.		
Language Art	ts		
LA.2.1.6.1	The student will use new vocabulary that is introduced and taught directly.		
LA.2.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text.		
LA.2.1.6.3	The student will use context clues to determine meanings of unfamiliar words.		
LA.2.1.6.5	The student will relate new vocabulary to familiar words.		

LA.2.5.2.1 LA.2.6.1.1	The student will interpret information presented and seek clarification when needed. The student will read informational text (e.g., directions, graphs, charts, signs, captions) to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out the steps of a procedure.		
Math			
MA.2.G.5.1	Use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions.		
MA.2.G.5.2	Identify time to the nearest hour and half hour.		
Grade 3			
Science			
SC.3.P.8.3	Compare materials and objects according to properties such as size, shape, color, texture, and hardness.		
Visual Art			
VA.3.C.1.2	Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.		
VA.3.C.3.1	Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.		
VA.3.C.3.2	Describe the connections between visual art and other contexts through observation and art criticism.		
VA.2.S.1.4	Choose accurate art vocabulary to describe works of art and art processes.		
VA.3.H.1.1	Describe similarities and differences in works of art.		
VA.3.H.1.2	Describe the importance of displaying suitable behavior as part of an art audience.		
VA.3.H.1.3	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.		
VA.3.H.2.1	Compare differences or similarities in artworks across time and culture.		
VA.3.H.2.3 VA.3.H.3.1	Describe various venues in which artwork is on display for public viewing. Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.		
Social Studie	s.		
SS.3.A.1.1	Analyze primary and secondary courses.		
SS.3.G.4.4	Identify contributions from various ethnic groups to the United States.		
Language Ar	ts		
LA.3.1.6.1	The student will use new vocabulary that is introduced and taught directly.		
LA.3.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text.		
LA.3.1.6.3	The student will use context clues to determine meanings of unfamiliar words.		
LA.3.1.6.5	The student will relate new vocabulary to familiar words.		
LA.3.5.2.1	The student will recall, interpret, and summarize information presented orally.		
Math			
MA.3.G.3.1	Describe, analyze, compare, and classify two-dimensional shapes using sides and angles-including acute, obtuse, and right angles- and connect these ideas to the definition of shapes.		
MA.3.G.3.3	Build, draw, and analyze two-dimensional shapes from several orientations in order to examine and apply congruence and symmetry.		
MA.3.G.5.3	Tell time to the nearest minute and to the nearest quarter hour, and determine the amount of time elapsed.		
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Grade 4

Visual Art VA.4.C.1.2 Describe observations and apply prior knowledge to interpret visual information and reflect on works of art. VA.4.C.3.1 Use accurate vocabulary when analyzing works of art. Compare purposes for the structural elements of art and organizational principles of design in VA.4.C.3.2 artworks and utilitarian objects. VA.4.C.3.3 Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines. VA.4.S.1.4 Use accurate art vocabulary to discuss works of art and the creative process. VA.4.O.1.2 Identify the structural elements of art used to unite an artistic composition. Identify historical and cultural influences that have inspired artists to produce works of art. VA.4.H.1.1 Identify suitable behavior for various art venues and events. VA.4.H.1.2 Describe artworks that honor and are reflective of particular individuals, groups, events, and/or VA.4.H.1.3 VA.4.H.1.4 Identify and practice ways of showing respect for one's own and others' personal works of art. Explore works of art, created over time, to identify the use of the structural elements of art in a VA.4.H.2.1 historical event or art style VA.4.H.2.3 Identify reasons to display artwork in public places VA.4.F.2.1 Discuss how artists and designers have made an impact on the community.

Language Arts

LA.4.1.6.1	The student will use new vocabulary that is introduced and taught directly.
LA.4.1.6.2	The student will listen to, read and discuss familiar and conceptually challenging text.
LA.4.1.6.5	The student will relate new vocabulary to familiar words.
LA.4.5.2.1	The student will listen to information presented orally and show an understanding of key points.
LA.4.5.2.3	The student will listen attentively to speakers and take notes as needed to ensure accuracy of
	information.

The student will ask questions of speakers, using appropriate tone and eye contact.

Math

LA.4.5.2.4

MA.4.G.5.1 Classify angles of two-dimensional shapes using benchmark angles (45°, 90°, 180°, and 360°)

Grade 5

differences.

Visual Art	
VA.5.C.1.2	Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.
VA.5.C.1.3	Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.
VA.5.C.3.1	Use the structural elements of art and organizational principles of design when engaged in art criticism.
VA.5.C.3.2	Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.
VA.5.S.1.4	Use accurate art vocabulary to communicate about works of art and artistic and creative processes.
VA.5.O.1.3	Explain how creative and technical ability is used to produce a work of art.
VA.5.O.2.1	Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.
VA.5.H.1.1	Examine historical and cultural influences that inspire artists and their work.
VA.5.H.1.2	Use suitable behavior as a member of an art audience.
VA.5.H.1.3	Identify and describe the importance as a selected group or culture places on specific works of art.
VA.5.H.1.4	Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.
VA.5.H.2.1	Compare works of art on the basis of style, culture, or artist across time to identify visual

VA.5.H.2.2 Describe the ways in which artworks and utilitarian objects impact everyday life.
 VA.5.H.2.3 Discuss artworks found in public venues to identify the significance of the work within the community.
 VA.5.H.3.1 Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.
 VA.5.F.2.1 Describe the knowledge and skills necessary for art-making and art-related careers.
 VA.F.2.2 Explore careers in which artworks and utilitarian designs are created.
 VA.F.2.3 Discuss contributions that artists make to society.

Social Studies

SS.5.A.1.1 Use primary and secondary sources to understand history.

to solve problems in non-art contexts.

Language Arts

Language 1111	b and a second s
LA.5.1.6.1	The student will use new vocabulary that is introduced and taught directly.
LA.5.1.6.2	The student will listen to read, and discuss familiar and conceptually changeling text.
LA.5.1.6.3	The student will use context clues to determine meanings of unfamiliar words.
LA.5.1.6.5	The student will relate new vocabulary to familiar words.

Math

MA.5.G.3.1 Analyze and compare the properties of two-dimensional figures and three-dimensional solids (polyhedral), including the number of edges, faces, vertices, and types of faces.

Grade 6

Visual Art	
VA.68.C.1.2	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.1.3	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.
VA.68.C.3.1	Incorporate accurate art vocabulary during the analysis to describe the structural elements of art and organizational principles of design.
VA.68.C.3.2	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.
VA.68.C.3.3	Use analytical skills to understand meaning and explain connections with other contexts
VA.68.C.3.4	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.S.1.4	Use accurate art vocabulary to explain the creative and art-making process.
VA.68.O.1.1	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.O.1.2	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.O.3.2	Discuss the communicative differences between specific two-and three-dimensional works of art.
VA.68.H.1.1	Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.
VA.68.H.1.2	Identify suitable audience behavior needed to view or experience artworks found in school. Art exhibits, museums, and/or community cultural venues.
VA.68.H.1.3	Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.
VA.68.H.1.4	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.2.1	Describe how previous culture trends have led to the development of new art styles.
VA.68.H.2.2	Explain the impact artwork and utilitarian objects have on the human experience.
VA.68.H.2.3	Describe the rationale for creating, collecting, exhibiting and owning works of art.
VA.68.H.3.1	Discuss how knowledge and skills learned through the art-making and analysis processes are used

- VA.68.H.3.2 Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
- VA.68.F.1.3 Investigate and describe how technology inspires and affects new applications and adaptations in art.
- VA.68.F.2.1 Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
- VA.68.F.2.2 Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
- VA.68.F.3.2 Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.

Social Studies

- SS.6.W.1.2 Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
- SS.6.W.1.3 Interpret primary and secondary sources.
- SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.

Language Arts

- LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly.
- LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text.
- LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words.
- LA.6.1.6.5 The student will relate new vocabulary to familiar words.
- LA.6.5.2.1 The student will listen and gain information for a variety of purposes (e.g., clarifying, elaborating, summarizing main ideas and supporting details).

Grade 7

Visual Art

- VA.68.C.1.2 Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
- VA.68.C.1.3 Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.
- VA.68.C.3.1 Incorporate accurate art vocabulary during the analysis to describe the structural elements of art and organizational principles of design.
- VA.68.C.3.2 Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.
- VA.68.C.3.3 Use analytical skills to understand meaning and explain connections with other contexts
- VA.68.C.3.4 Compare the uses for artwork and utilitarian objects to determine their significance in society.
- VA.68.S.1.4 Use accurate art vocabulary to explain the creative and art-making process.
- VA.68.O.1.1 Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
- VA.68.O.1.2 Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
- VA.68.O.3.2 Discuss the communicative differences between specific two-and three-dimensional works of art.
- VA.68.H.1.1 Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.
- VA.68.H.1.2 Identify suitable audience behavior needed to view or experience artworks found in school. Art exhibits, museums, and/or community cultural venues.
- VA.68.H.1.3 Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.
- VA.68.H.1.4 Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
- VA.68.H.2.1 Describe how previous culture trends have led to the development of new art styles.
- VA.68.H.2.2 Explain the impact artwork and utilitarian objects have on the human experience.
- VA.68.H.2.3 Describe the rationale for creating, collecting, exhibiting and owning works of art.

- VA.68.H.3.1 Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
- VA.68.H.3.2 Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
- VA.68.F.1.3 Investigate and describe how technology inspires and affects new applications and adaptations in art.
- VA.68.F.2.1 Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
- VA.68.F.2.2 Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
- VA.68.F.3.2 Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.

Language Arts

- LA.7.1.6.1 The student will use new vocabulary that is introduced and taught directly.
- LA.7.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text.
- LA.7.1.6.3 The student will use context clues to determine meanings of unfamiliar words.
- LA.7.1.6.5 The student will relate new vocabulary to familiar words.

Grade 8

Visual Art

- VA.68.C.1.2 Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
- VA.68.C.1.3 Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.
- VA.68.C.3.1 Incorporate accurate art vocabulary during the analysis to describe the structural elements of art and organizational principles of design.
- VA.68.C.3.2 Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.
- VA.68.C.3.3 Use analytical skills to understand meaning and explain connections with other contexts
- VA.68.C.3.4 Compare the uses for artwork and utilitarian objects to determine their significance in society.
- VA.68.S.1.4 Use accurate art vocabulary to explain the creative and art-making process.
- VA.68.O.1.1 Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
- VA.68.O.1.2 Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
- VA.68.O.3.2 Discuss the communicative differences between specific two-and three-dimensional works of art.
- VA.68.H.1.1 Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.
- VA.68.H.1.2 Identify suitable audience behavior needed to view or experience artworks found in school. Art exhibits, museums, and/or community cultural venues.
- VA.68.H.1.3 Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.
- VA.68.H.1.4 Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
- VA.68.H.2.1 Describe how previous culture trends have led to the development of new art styles.
- VA.68.H.2.2 Explain the impact artwork and utilitarian objects have on the human experience.
- VA.68.H.2.3 Describe the rationale for creating, collecting, exhibiting and owning works of art.
- VA.68.H.3.1 Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
- VA.68.H.3.2 Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
- VA.68.F.1.3 Investigate and describe how technology inspires and affects new applications and adaptations in art.

- VA.68.F.2.1 Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
- VA.68.F.2.2 Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
- VA.68.F.3.2 Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.

Social Studies

VA.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

Language Arts

- LA.8.1.6.2 The student will use new vocabulary that is introduced and taught directly.
- LA.8.1.6.2 The student will listen to read, and discuss familiar and conceptually challenging text.
- LA.8.1.6.3 The student will use context clues to determine meaning of unfamiliar words.
- LA.8.1.6.5 The student will relate new vocabulary to familiar words.

current views on aesthetics.

influences.

issues, to define the significance and purpose of art.

Grade 9-12

VA.912.H.1.4

VA.912.H.1.5

VA.912.H.1.8

VA.912.H.1.9

Visual Arts	
VA.912.C.1.3	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.1.4	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.2.2	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge or art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.3.1	Use descriptive terms and varied approaches in art analysis to the meaning or purpose of an artwork.
VA.912.C.3.2	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.C.3.4	Use analytical skills to examine issues in non-visual contexts.
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA.912.S.1.2	Investigate the use of technology and other resources to inspire art-making decisions.
VA.912.S.1.5	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
VA.912.S.1.6	Describe processes and techniques used to record visual imagery.
VA.912.H.1.1	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.2	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.3	Examine the significance placed on art forms over time by various groups or cultures compared to

Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.

Investigate the use of technology and media design to reflect creative trends in visual culture. Analyze and compare works in context, considering the economic, social, cultural, and political

Describe the significance of major artists, architects, or masterworks to understand their historical

- VA.912.H.1.10 Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.
- VA.912.H.2.1 Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
- VA.912.H.2.2 Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
- VA.912.H.2.3 Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
- VA.912.H.2.6 Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design.
- VA.912.H.3.1 Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
- VA.912.F.2.8 Describe community resources to preserve, restore, exhibit, and view works of art.

Social Studies

- SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.4 Analyze how images, symbols, objects cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.7 Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
- SS.912.A.3.8 Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- SS.912.A.3.12 Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
- SS.912.A.5.6 Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movements, and prohibition had in changing American society in the 1920s.
- SS.912.A.5.7 Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians and women.
- SS.912.A.5.10 Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.7.3 Examine the changing status of women in the United States from post-World War II to present.
- SS.912.A.7.6 Asses key figures and organizations in shaping the Civil Rights Movement and black Power Movement.
- SS.912.A.7.7 Assess the building of coalitions between African Americans, whites and other groups in achieving integration and equal rights.
- SS.912.A.7.9 Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
- SS.912.A.7.12 Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.W.1.3 Interpret and evaluate primary and secondary sources.
- SS.912.W.1.6 Evaluate the role of history in shaping identity and character.
- SS.912.W.9.2 Describe the causes and effects of post-World War II economic and demographic changes.
- SS.912.H.1.1 Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created,
- SS.912.H.1.2 Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
- SS.912.H.1.3 Relate works in the arts to various cultures.
- SS.912.H.1.4 Explain philosophical beliefs as they relate to works in the arts.
- SS.912.H.1.5 Examine artistic response to social issues and new ideas in various cultures.
- SS.912.H.1.6 Analyze how current events are explained by artistic and cultural trends of the past.
- SS.912.H.2.1 Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).
- SS.912.H.2.2 Classify styles forms, types, and genres within art forms.

SS.912.H.2.3 Apply various types of critical analysis (contextual, formal, and intuitive criticism to works in the arts, including the types and use of symbolism within art forms and their philosophical implications. SS.912.H.2.4 Examine the effects that works in the arts have on groups, individuals, and cultures. Describe how historical, social, cultural, and physical settings influence an audience's aesthetic SS.912.H.2.5 response. SS.912.H.3.1 Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. SS.912.H.3.2 Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture. SS.912.C.2.8 Analyze the impact of citizen participation as a means of achieving political and social change.

Language Arts

LA.910.1.6.1	The student will use new vocabulary that is into	roduced and taught directly.

- LA.910.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text.
- LA.910.1.6.3 The student will use context clues to determine meanings of unfamiliar words.
- LA.910.1.6.5 The student will relate new vocabulary to familiar words.
- LA.910.5.2.1 The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation).
- LA.1112.1.6.1 The student will use new vocabulary that is introduced and taught directly.
- LA.1112.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging texts.
- LA.1112.1.6.3 The student will use context clues to determine meanings of unfamiliar words.
- LA.1112.1.6.5 The student will relate new vocabulary to familiar words.
- LA.1112.5.2.1 The student will demonstrate effective listening skills and behaviors for a variety of purposes and demonstrate understanding by critically evaluating and analyzing oral presentations