

VISUAL ART: 5-8 Intermediate Scope and Sequence

NYS Standard 1: Creating, Performing, and Participating in the Arts Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. **Key Idea:** Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

CREATING, PERFORMING, AND PARTICIPATING IN THE ARTS

Performance Indicator: VA.1.1 produce a collection of art works, in a variety of mediums, based on a range of individual and collective experiences	
Grade 5	Grade 6
<p><i>EQ</i> How do personal and cultural stories fuel artwork?</p> <ul style="list-style-type: none"> • Interprets and discusses artworks by self, peers, and artists • Interprets artistic themes through creation of personal artistic question, process and product 	<p><i>EQ</i> How do personal and cultural stories fuel artwork?</p> <p><i>EQ</i> How are my personal and cultural stories shaped by the world around me?</p> <ul style="list-style-type: none"> • Analyzes and discusses artworks by self, peers, and artists • Interprets artistic themes through creation of personal artistic question, process and product
Grade 7	Grade 8
<p><i>EQ</i> How do personal and cultural stories fuel artwork?</p> <p><i>EQ</i> Whose stories are not always told?</p> <ul style="list-style-type: none"> • Analyzes and discusses artworks by self, peers, and artists • Interprets artistic themes through creation of personal artistic question, process and product 	<p><i>EQ</i> How do personal and cultural stories fuel artwork?</p> <p><i>EQ</i> What are the stories that are important tell about my school community and myself?</p> <ul style="list-style-type: none"> • Evaluates and discusses artworks by self, peers, and artists • Interprets artistic themes through creation of personal artistic question, process and product

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CREATING, PERFORMING, AND PARTICIPATING IN THE ARTS

Performance Indicator: VA.1.2 know and use a variety of sources for developing and conveying ideas, images, themes, symbols, and events in their creation of art	
Grade 5	Grade 6
<p><i>EQ</i> How can we use symbols and metaphors as a part of our visual language to communicate our ideas?</p> <p><i>EQ</i> How does art show a person’s point of view?</p> <ul style="list-style-type: none"> • Identify and interpret symbols and metaphors in artworks • Develops individual symbol(s) and/or metaphor relating to personal identity 	<p><i>EQ</i> How can we use symbols and metaphors as a part of our visual language to communicate our ideas?</p> <p><i>EQ</i> How is my point of view different from others?</p> <ul style="list-style-type: none"> • Identify and interpret symbols and metaphors in visual culture and artworks • Develops individual symbol(s) and/or metaphor relating to environment and surroundings
Grade 7	Grade 8
<p><i>EQ</i> How can we use symbols and metaphors to strengthen our visual language and communicate our ideas?</p> <ul style="list-style-type: none"> • Compares and contrasts symbols and metaphors in visual culture and artworks • Develops individual symbol(s) and/or metaphor relating to hunger 	<p><i>EQ</i> How can we use symbols and metaphors to strengthen our visual language and communicate our ideas?</p> <p><i>EQ</i> What types of symbols and metaphors exist within our school that can tell our stories?</p> <ul style="list-style-type: none"> • Assesses symbols and metaphors in visual culture and artworks • Collaboratively develops symbol(s) and/or metaphor relating to commemorating school

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CREATING, PERFORMING, AND PARTICIPATING IN THE ARTS

Performance Indicator: VA.1.3 use the elements and principles of art to communicate specific meanings to others in their art work	
Grade 5	Grade 6
<p><i>EQ</i> How can my composition heighten the meaning of my artwork?</p> <p><i>EQ</i> How can the vocabulary of the elements of design allow me to communicate how I view and understand artwork?</p> <ul style="list-style-type: none"> • Identifies how principles and elements are used in artworks • Incorporates principles and elements into personal artworks to strengthen the meaning 	<p><i>EQ</i> How can my medium and composition heighten the meaning of my artwork?</p> <p><i>EQ</i> How can the vocabulary of the elements of design allow me to communicate how others view and understand artwork?</p> <ul style="list-style-type: none"> • Examines how principles and elements are used in artworks • Incorporates and articulates how principles and elements strengthen the meaning of personal artworks
Grade 7	Grade 8
<p><i>EQ</i> How can my medium, composition, and technique heighten the meaning of my artwork?</p> <p><i>EQ</i> How can the vocabulary of the elements and principles of design allow me to communicate how I view and understand artwork?</p> <ul style="list-style-type: none"> • Examines how principles and elements are used in artworks • Incorporates and articulates how principles and elements strengthen the meaning of personal artworks 	<p><i>EQ</i> How can my medium, composition, and technique heighten the meaning of a group artwork?</p> <p><i>EQ</i> How can the vocabulary of the elements and principles of design allow me to communicate how I view and understand artwork?</p> <ul style="list-style-type: none"> • Examines how principles and elements are used in artworks • Incorporates and articulates how principles and elements strengthen the meaning of personal artworks

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CREATING, PERFORMING, AND PARTICIPATING IN THE ARTS

Performance Indicator: VA.1.4 during the creative process, reflect on the effectiveness of selected mediums or techniques to convey intended meanings	
Grade 5	Grade 6
<p><i>EQ</i> How do I define a successful artwork?</p> <p><i>EQ</i> What are the strengths and challenges of my artwork?</p> <p><i>EQ</i> How have I grown and how can I grow as a result of this artwork?</p> <ul style="list-style-type: none"> • Discusses the challenges and successes of an artwork during in-progress critiques • Evaluates the successes and growth of artwork in writing 	<p><i>EQ</i> How do I define a successful artwork?</p> <p><i>EQ</i> What are the strengths and weaknesses of my artwork?</p> <p><i>EQ</i> How have I grown and how can I grow as a result of this artwork?</p> <ul style="list-style-type: none"> • Discusses the challenges and successes of an artwork during in-progress critiques • Evaluates the successes and growth of artwork in writing
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CREATING, PERFORMING, AND PARTICIPATING IN THE ARTS

Performance Indicator: VA.1.5 identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works and discuss ways to improve them	
Grade 5	Grade 6
<p><i>EQ</i> What is the story that a group of artworks can tell?</p> <p><i>EQ</i> How can displaying my artwork change or add to its meaning?</p> <ul style="list-style-type: none"> • Selects strongest work to submit to art show • Discusses selection with small peer group • Reflects on how viewing artwork in the Art Show brings new ideas to light 	<p><i>EQ</i> What is the story that a group of artworks can tell?</p> <p><i>EQ</i> How can displaying my artwork change or add to its meaning?</p> <ul style="list-style-type: none"> • Selects strongest work to submit to art show • Discusses selection with small peer group • Reflects on how viewing artwork in the Art Show brings new ideas to light
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VISUAL ART: 5-8 Intermediate Scope and Sequence

NYS Standard 2: Knowing and Using Arts Materials and Resources Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

Key Idea: Know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

KNOWING AND USING ARTS MATERIALS AND RESOURCES

Performance Indicator: VA.2.1 develop skills with a variety of art materials and competence in at least one medium	
Grade 5	Grade 6
<p><i>EQ</i> How can my composition heighten the meaning of my artwork?</p> <p><i>EQ</i> How can the vocabulary of the elements of design allow me to communicate how I view and understand artwork?</p> <ul style="list-style-type: none"> • Experiments with mark making techniques in two-dimensional media • Incorporates principles and elements into personal artworks to strengthen the meaning 	<p><i>EQ</i> How can my medium and composition heighten the meaning of my artwork?</p> <p><i>EQ</i> How can the vocabulary of the elements of design allow me to communicate how others view and understand artwork?</p> <ul style="list-style-type: none"> • Chooses specific media to communicate idea • Incorporates and articulates how principles and elements strengthen the meaning of personal artworks
Grade 7	Grade 8
<p><i>EQ</i> How can my medium, composition, and technique heighten the meaning of my artwork?</p> <p><i>EQ</i> How can the vocabulary of the elements and principles of design allow me to communicate how I view and understand artwork?</p> <ul style="list-style-type: none"> • Experiments with three-dimensional media to strengthen visual vocabulary • Incorporates and articulates how principles and elements strengthen the meaning of personal artworks 	<p><i>EQ</i> How can my medium, composition, and technique heighten the meaning of a group artwork?</p> <p><i>EQ</i> How can the vocabulary of the elements and principles of design allow me to communicate how I view and understand artwork?</p> <ul style="list-style-type: none"> • Chooses specific media to communicate idea • Incorporates and articulates how principles and elements strengthen the meaning of personal artworks

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KNOWING AND USING ARTS MATERIALS AND RESOURCES

Performance Indicator: VA.2.2 use the computer and other electronic media as designing tools and to communicate visual ideas	
Grade 5	Grade 6
<p><i>EQ</i> How can a computer be like a paintbrush?</p> <ul style="list-style-type: none"> • Examines artworks created in digital media such as photography, videography, computers, etc. • Utilizes camera to document peer process and work 	<p><i>EQ</i> How can a computer be like a paintbrush?</p> <ul style="list-style-type: none"> • Compares and contrasts artworks created in digital media with non-digital media • Identifies strengths and challenges of digital media • Utilizes camera to document peer process and work
Grade 7	Grade 8
<p><i>EQ</i> How can a computer be like a paintbrush?</p> <ul style="list-style-type: none"> • Analyzes artworks created in digital media • Utilizes camera to document peer process and work 	<p><i>EQ</i> How can a computer be like a paintbrush?</p> <ul style="list-style-type: none"> • Analyzes artworks created in digital media • Utilizes camera to document peer process and work • Assesses if digital media will suit project needs

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KNOWING AND USING ARTS MATERIALS AND RESOURCES

Performance Indicator: VA.2.3 take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art	
Grade 5	Grade 6
<p><i>EQ</i> How does art interact with, contribute, and respond to our community?</p> <ul style="list-style-type: none"> • Views artworks from local galleries and artists • Discusses how listening to artists viewed in Art21 changes our understanding of making art 	<p><i>EQ</i> How does art interact with, contribute, and respond to our community?</p> <ul style="list-style-type: none"> • Views artworks from local galleries and artists • Discusses how listening to artists viewed in Art21 changes our understanding of making art • Analyzes examples of local visual culture and explain the effect on a local community
Grade 7	Grade 8
<p><i>EQ</i> How does art interact with, contribute and respond to our Buffalo community?</p> <ul style="list-style-type: none"> • Views artworks from local artists and school children • Creates a Bowl to participate in Buffalo’s “Empty Bowls” event • Explains the relationship between art, charity and social responsibility 	<p><i>EQ</i> How can art interact with, contribute and respond to our school community?</p> <ul style="list-style-type: none"> • Assesses the needs of our school community • Considers how the school final Art Show and graduation can be like an art gallery • Creates an installation for graduation that addresses school needs

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KNOWING AND USING ARTS MATERIALS AND RESOURCES

Performance Indicator: VA.2.4 understand the variety of careers related to the visual arts and the skills necessary to pursue some of them	
Grade 5	Grade 6
<p><i>EQ</i> What are the processes that artists undergoing while making art?</p> <ul style="list-style-type: none"> • Discusses the processes of artists viewed in Art21 • Examines traits and skill of artists viewed 	<p><i>EQ</i> What are the processes that artists undergoing while making art?</p> <p><i>EQ</i> Who might make the components that create our visual world?</p> <ul style="list-style-type: none"> • Discusses the processes of artists viewed in art21 • Discusses individuals who collaborate to create different aspects of visual culture
Grade 7	Grade 8
<p><i>EQ</i> What are the processes that artists undergoing while making art?</p> <p><i>EQ</i> Who might make the components that create our visual world?</p> <ul style="list-style-type: none"> • Categorizes and compare the different "artists" involved in Empty Bowls 	<p><i>EQ</i> What are the processes that artists undergoing while making art?</p> <p><i>EQ</i> Who might make the components that create our visual world?</p> <ul style="list-style-type: none"> • Assumes different roles in making collaborative art ie.. director, producer, technical director

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NYS Standard 3: Responding To and Analyzing Works of Art Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

Key Idea: Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

RESPONDING TO AND ANALYZING WORKS OF ART

Performance Indicator: VA.3.1 discuss and write their analyses and interpretations of their own works of art and the art of others, using appropriate critical language	
Grade 5	Grade 6
<p><i>EQ</i> How can we uncover the different layers of meaning in works of art?</p> <p><i>EQ</i> How do we respect and empathize with someone else's perspective?</p> <ul style="list-style-type: none"> • Discuss as a class and in small groups the ideas in different artworks • Categorizes "What I See" and "What it could mean" to describe and interpret artwork 	<p><i>EQ</i> How can we uncover the different layers of meaning in works of art?</p> <p><i>EQ</i> How do we respect and empathize with someone else's perspective?</p> <ul style="list-style-type: none"> • Discuss as a class and in small groups the ideas in different artworks and visual culture objects and images • Categorizes "What I See" and "What it could mean" to describe and interpret artwork
Grade 7	Grade 8

<p><i>EQ</i> How can we uncover the different layers of meaning in works of art?</p> <p><i>EQ</i> How do we respect and empathize with someone else’s perspective?</p> <ul style="list-style-type: none"> • Discuss as a class and in small groups the ideas in different artworks • Categorizes "What I See" and "What it could mean" to describe and interpret artwork • Postulates how different people would interpret artworks differently 	<p><i>EQ</i> How can we uncover the different layers of meaning in works of art?</p> <p><i>EQ</i> How do we respect and empathize with someone else’s perspective?</p> <ul style="list-style-type: none"> • Discusses as a class and in small groups the ideas in different artworks • Categorizes "What I See" and "What it could mean" to describe and interpret artwork • Postulates how different people would interpret artworks differently • Judges which methods and ideas are more successful or appropriate
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RESPONDING TO AND ANALYZING WORKS OF ART

Performance Indicator: VA.3.2 identify, analyze, and interpret the visual and sensory characteristics that they discover in natural and human-made forms	
Grade 5	Grade 6
<p><i>EQ</i> How can we uncover the different layers of meaning in the visual world?</p> <ul style="list-style-type: none"> • Discuss as a class and in small groups the ideas in different artworks • Categorizes "What I See" and "What it could mean" to describe and interpret artwork 	<p><i>EQ</i> How can we uncover the different layers of meaning in the visual world?</p> <p><i>EQ</i> How can we use our artistic strategies for looking and understanding to our daily visual world?</p> <p><i>EQ</i> How can we develop our “curious eye” and find unfamiliar in the familiar?</p> <ul style="list-style-type: none"> • Discuss as a class and in small groups the ideas in different artworks and visual culture objects • Categorizes "What I See" and "What it could mean" to describe and interpret artwork and visual culture objects

	<ul style="list-style-type: none"> • Postulates how different people would interpret artworks differently
Grade 7	Grade 8
<p><i>EQ</i> How can we use our artistic strategies for looking and understanding to our daily visual world?</p> <p><i>EQ</i> How can we find visual metaphors to communicate our ideas?</p> <ul style="list-style-type: none"> • Discuss as a class and in small groups the ideas in different artworks and visual culture objects • Categorizes "What I See" and "What it could mean" to describe and interpret artwork and visual culture objects • Postulates how different people would interpret artworks differently 	<p><i>EQ</i> How can we uncover the different layers of meaning in our schools' visual world?</p> <ul style="list-style-type: none"> • Discuss as a class and in small groups our school's visual culture • Categorizes "What I See" and "What it could mean" to describe and interpret • Postulates how different people would interpret artworks differently • Judges which additions to the schools visual culture would be successful and appropriate

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RESPONDING TO AND ANALYZING WORKS OF ART

<p>Performance Indicator: VA.3.3 compare the ways ideas and concepts are communicated through visual art with the various ways that those ideas and concepts are manifested in other art forms</p>	
Grade 5	Grade 6

<p><i>EQ</i> How does the understanding of identity in different Western Hemisphere cultures compare to one another and my own ideas and values?</p> <p><i>EQ</i> How are individual identities (like countries) connected and interdependent?</p> <ul style="list-style-type: none"> • Describes and interprets the work of different Western Hemisphere cultures through the lens of identity • Interprets identity through creation of personal artistic question, process and product 	<p><i>EQ</i> How can I find layers of meaning in my daily visual world?</p> <p><i>EQ</i> How can I use the strategies for understanding works of art to understanding the world around me?</p> <p><i>EQ</i> How does the understanding of environment in different Eastern Hemisphere cultures compare to one another and my own ideas and values?</p> <ul style="list-style-type: none"> • Describes and interprets the work of different Eastern Hemisphere cultures through the lens of environment • Interprets environment through creation of personal artistic question, process and product
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<p><i>EQ</i> How do symbols and metaphors tell stories?</p> <p><i>EQ</i> Why do some stories go untold?</p> <p><i>EQ</i> How can art respond to the needs of a community or society?</p> <p><i>EQ</i> How can I turn my thoughts into action?</p> <p><i>EQ</i> Whose stories (past and present) are not always told?</p> <ul style="list-style-type: none"> • Describes and interprets different artworks that tell stories that often go untold • Hypothesizes why such stories have gone untold • Interprets hunger through creation of personal artistic question, process and product 	<p><i>EQ</i> How can we give back to our community?</p> <p><i>EQ</i> What are the successes and challenges of collaborative work?</p> <p><i>EQ</i> What can my role be in a democratic community?</p> <p><i>EQ</i> Which stories are important to tell and keep alive?</p> <p><i>EQ</i> How do the different cultures in our school community interact?</p> <p><i>EQ</i> How have different cultures (past and present) commemorated special stories?</p> <ul style="list-style-type: none"> • Describes and interprets public artworks that commemorates special stories • Describes and interprets different school stories and visual culture • Interprets hunger through creation of personal artistic question, process and product

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RESPONDING TO AND ANALYZING WORKS OF ART

Performance Indicator: VA.3.4 compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines, and the various ways that those ideas, themes, and concepts are manifested within the discipline	
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<p><i>EQ</i> How does the understanding of identity in different Western Hemisphere cultures compare to one another and my own ideas and values?</p> <p><i>EQ</i> How are individual identities (like countries) connected and interdependent?</p> <ul style="list-style-type: none"> • Describes and interprets the work of different Western Hemisphere cultures through the lens of identity • Interprets identity through creation of personal artistic question, process and product 	<p><i>EQ</i> How can I find layers of meaning in my daily visual world?</p> <p><i>EQ</i> How can I use the strategies for understanding works of art to understanding the world around me?</p> <p><i>EQ</i> How does the understanding of environment in different Eastern Hemisphere cultures compare to one another and my own ideas and values?</p> <ul style="list-style-type: none"> • Describes and interprets the work of different Eastern Hemisphere cultures through the lens of environment • Interprets environment through creation of personal artistic question, process and product

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Performance Indicator: VA.3.4 compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines, and the various ways that those ideas, themes, and concepts are manifested within the discipline	
Grade 7	Grade 8
<p><i>EQ</i> How can people respond to the needs of a community or society?</p> <p><i>EQ</i> How can I turn my thoughts into action?</p> <p><i>EQ</i> How do the themes of Colonial America compare to contemporary issues in American society?</p> <p><i>EQ</i> Whose stories (past and present) are not always told?</p> <ul style="list-style-type: none"> • Describes and interprets different artworks that tell stories that often go untold • Hypothesizes why such stories have gone untold • Interprets hunger through creation of personal artistic question, process and product 	<p><i>EQ</i> What can my role be in a democratic community?</p> <p><i>EQ</i> How can we give back to our community?</p> <p><i>EQ</i> Which stories are important to tell and keep alive?</p> <p><i>EQ</i> How do the different cultures in our school community interact?</p> <p><i>EQ</i> How have different cultures (past and present) commemorated special stories?</p> <ul style="list-style-type: none"> • Describes and interprets public artworks that commemorates special stories • Describes and interprets different school stories and visual culture • Interprets hunger through creation of personal artistic question, process and product

VISUAL ART: 5-8 Intermediate Scope and Sequence

NYS Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

Key Idea: Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.

UNDERSTANDING THE CULTURAL DIMENSIONS AND CONTRIBUTIONS OF THE ARTS

Performance Indicator: VA.4.1 demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures	
Grade 5	Grade 6
<p><i>EQ</i> How do personal and cultural stories fuel artwork?</p> <p><i>EQ</i> How does the understanding of identity in different Western Hemisphere cultures compare to one another and my own ideas and values?</p> <ul style="list-style-type: none"> • Describes and interprets the work of different Western Hemisphere cultures through the lens of identity • Interprets identity through creation of personal artistic question, process and product 	<p><i>EQ</i> How do personal and cultural stories fuel artwork?</p> <p><i>EQ</i> How does the understanding of environment in different Eastern Hemisphere cultures compare to one another and my own ideas and values?</p> <ul style="list-style-type: none"> • Describes and interprets the work of different Eastern Hemisphere cultures through the lens of environment • Interprets environment through creation of personal artistic question, process and product
Grade 7	Grade 8
<p><i>EQ</i> How do personal and cultural stories fuel artwork?</p> <p><i>EQ</i> How do the themes of Colonial America compare to contemporary issues in American society?</p> <p><i>EQ</i> Whose stories (past and present) are not always told?</p> <ul style="list-style-type: none"> • Describes and interprets different artworks that tell stories that often go untold • Hypothesizes why such stories have gone untold • Interprets hunger through creation of personal artistic question, process and product 	<p><i>EQ</i> How do personal and cultural stories fuel artwork?</p> <p><i>EQ</i> How do the different cultures in our school community interact?</p> <p><i>EQ</i> How have different cultures (past and present) commemorated special stories?</p> <ul style="list-style-type: none"> • Describes and interprets public artworks that commemorate special stories • Describes and interprets different school stories and visual culture • Interprets hunger through creation of personal artistic question, process and product

VISUAL ART: 5-8 Intermediate Scope and Sequence

NYS Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

Key Idea: Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.

UNDERSTANDING THE CULTURAL DIMENSIONS AND CONTRIBUTIONS OF THE ARTS

Performance Indicator: VA.4.2 demonstrate the ways in which some particular art works and artifacts reflect important aspects of the diverse cultures of the United States	
Grade 5	Grade 6
<p><i>EQ</i> How do personal and cultural stories fuel artwork?</p> <p><i>EQ</i> How does the understanding of identity in different Western Hemisphere cultures compare to one another and my own ideas and values?</p> <ul style="list-style-type: none"> • Describes and interprets the work of different Western Hemisphere cultures through the lens of identity • Interprets identity through creation of personal artistic question, process and product 	<p><i>EQ</i> How do personal and cultural stories fuel artwork?</p> <p><i>EQ</i> How does the understanding of environment in different Eastern Hemisphere cultures compare to one another and my own ideas and values?</p> <ul style="list-style-type: none"> • Describes and interprets the work of different Eastern Hemisphere cultures through the lens of environment • Interprets environment through creation of personal artistic question, process and product
Grade 7	Grade 8
<p><i>EQ</i> How do personal and cultural stories fuel artwork?</p> <p><i>EQ</i> How do the themes of Colonial America compare to contemporary issues in American society?</p> <p><i>EQ</i> Whose stories (past and present) are not always told?</p> <ul style="list-style-type: none"> • Describes and interprets different artworks that tell stories that often go untold • Hypothesizes why such stories have gone untold • Interprets hunger through creation of personal artistic question, process and product 	<p><i>EQ</i> How do personal and cultural stories fuel artwork?</p> <p><i>EQ</i> How do the different cultures in our school community interact?</p> <p><i>EQ</i> How have different cultures (past and present) commemorated special stories?</p> <ul style="list-style-type: none"> • Describes and interprets public artworks that commemorate special stories • Describes and interprets different school stories and visual culture • Interprets hunger through creation of personal artistic question, process and product

VISUAL ART: 5-8 Intermediate Scope and Sequence

NYS Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

Key Idea: Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.

UNDERSTANDING THE CULTURAL DIMENSIONS AND CONTRIBUTIONS OF THE ARTS

Performance Indicator: VA.4.3 create art works that show the influence of a particular culture	
Grade 5	Grade 6
<p><i>EQ</i> How do personal and cultural stories fuel artwork?</p> <p><i>EQ</i> How does the understanding of identity in different Western Hemisphere cultures compare to one another and my own ideas and values?</p> <ul style="list-style-type: none"> • Describes and interprets the work of different Western Hemisphere cultures through the lens of identity • Interprets identity through creation of personal artistic question, process and product 	<p><i>EQ</i> How do personal and cultural stories fuel artwork?</p> <p><i>EQ</i> How does the understanding of environment in different Eastern Hemisphere cultures compare to one another and my own ideas and values?</p> <ul style="list-style-type: none"> • Describes and interprets the work of different Eastern Hemisphere cultures through the lens of environment • Interprets environment through creation of personal artistic question, process and product
Grade 7	Grade 8
<p><i>EQ</i> How do personal and cultural stories fuel artwork?</p> <p><i>EQ</i> How do the themes of Colonial America compare to contemporary issues in American society?</p> <p><i>EQ</i> Whose stories (past and present) are not always told?</p> <ul style="list-style-type: none"> • Describes and interprets different artworks that tell stories that often go untold • Hypothesizes why such stories have gone untold • Interprets hunger through creation of personal artistic question, process and product 	<p><i>EQ</i> How do personal and cultural stories fuel artwork?</p> <p><i>EQ</i> How do the different cultures in our school community interact?</p> <p><i>EQ</i> How have different cultures (past and present) commemorated special stories?</p> <ul style="list-style-type: none"> • Describes and interprets public artworks that commemorate special stories • Describes and interprets different school stories and visual culture • Interprets hunger through creation of personal artistic question, process and product