



**OHIO**  
**Academic Content Standards**  
**Arts – Visual Art Grades 5-8**  
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BENCHMARKS	PAGE REFERENCES
<p><b>Historical, Cultural and Social Contexts</b>            Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.</p>	
<p><b>Benchmark A:</b> Compare and contrast the distinctive characteristics of art forms from various cultural, historical and social contexts.</p>	<p>SE: <i>Cross-Curriculum Connections (Social Studies)</i> 101 #19  <i>Time &amp; Place</i> 85  <i>Time to Connect</i> 180            TWE: CuC 67            E 139            HCH 84, 146            TP 53            UAH 83, 89, 108</p>
<p><b>Benchmark B:</b> Create a work of art which incorporates the style or characteristics of artwork from a culture other than their own.</p>	<p>SE: 86-87, 90-91, 126-127  <i>Studio Activity</i> 89, 193            TWE: CC 96</p>
<p><b>Benchmark C:</b> Demonstrate knowledge of historical influences on contemporary works of art and make predictions about influences on the future of visual art.</p>	<p>SE: <i>Meet the Artist</i> 165 The teacher can ask students to discuss van Gogh's influence on contemporary art and speculate about how he may influence art of the future.  <i>Time &amp; Place</i> 71 Students learn about the context in which Pop art and Op art came into existence.</p>
<p><b>Benchmark D:</b> Research culturally or historically significant works of art and discuss their roles in society, history, culture or politics.</p>	<p>SE: 156 Figure 8-14  <i>Meet the Artist</i> 153 The teacher could use the information in the feature along with information from the students' research to discuss the impact of Michelangelo's works.            TWE: C 155            CuC 158            DA 202 The teacher could have students research the significance of <i>Strike</i>.            E 155            MAr 233            TBA 89</p>

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<p><b>Creative Expression and Communication</b> Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.</p>	
<p><b>Benchmark A:</b> Apply knowledge of materials, tools, media, techniques and processes to communicate subject matter, themes or ideas in a variety of visual forms.</p>	<p>SE: 218-219, 246-247 <i>Studio Activity 7, 253</i> TWE: TSAC 176</p>
<p><b>Benchmark B:</b> Create two- and three-dimensional original artwork that demonstrates personal visual expression and communication.</p>	<p>SE: 72-73, 98-99, 138-139, 210-211</p>
<p><b>Benchmark C:</b> Achieve artistic purpose and communicate intent by selection and use of appropriate media.</p>	<p>SE: <i>Cross-Curriculum Connections (Language Arts) #21</i> 61 Students justify selection of a particular media for a planned project. <i>Time to Connect</i> 120 Students choose media for an artwork and describe the effect of the chosen media. TWE: C 45 CM 41</p>
<p><b>Benchmark D:</b> Use current, available technology to refine an idea and create an original, imaginative work of art.</p>	<p>TWE: TSAC 54, 227</p>
<p><b>Benchmark E:</b> Identify and explain reasons to support artistic decisions in the creation of art work.</p>	<p>SE: <i>Cross-Curriculum Connections (Language Arts) 23 #16</i> <i>Time to Connect</i> 38 TWE: C 145 SS 10</p>
<p><b>Analyzing and Responding</b> Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.</p>	
<p><b>Benchmark A:</b> Apply the strategies of art criticism to describe, analyze and interpret selected works of art.</p>	<p>SE: 66-69, 70-71 <i>Evaluating Your Work</i> 259 TWE: AC 138, 185 C 233 R 69</p>
<p><b>Benchmark B:</b> Present and support an individual interpretation of a work of art.</p>	<p>TWE: AC 75 C 73 E 71</p>
<p><b>Benchmark C:</b> Establish and use criteria for making judgments about works of art.</p>	<p>SE: 66-69, 70-71 TWE: AC 67, 164 DP 179</p>

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<p><b>Valuing the Arts/Aesthetic Reflection</b> Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.</p>	
<p><b>Benchmark A:</b> Demonstrate aesthetic inquiry and reflection skills when participating in discussions about the nature and value of art.</p>	<p>SE: 36 Figure 2-14 <i>Cross-Curriculum Connections (Language Arts)</i> 161 #13 TWE: AC 245 C 153, 237 M 238</p>
<p><b>Benchmark B:</b> Analyze diverse points of view about artworks and explain the factors that shape various perspectives.</p>	<p>TWE: AC 175 TBA 68, 193 UAH 97 The teacher can lead a discussion about why critics initially rejected the work of the Impressionists and why Impressionist works are now among the most valuable pieces of art.</p>
<p><b>Connections, Relationships and Applications</b> Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.</p>	
<p><b>Benchmark A:</b> Demonstrate the role of visual art in solving an interdisciplinary problem.</p>	<p>TWE: E 27 MA 4 Teachers can share with students the relationship between visual art and other disciplines throughout history.</p>
<p><b>Benchmark B:</b> Apply and combine visual art, research and technology skills to communicate ideas in visual form.</p>	<p>SE: <i>Cross-Curriculum Connections (Social Studies)</i> 261 #13 <i>Studio Activity</i> 209 TWE: CC 218 E 227</p>
<p><b>Benchmark C:</b> Use key concepts, issues and themes to connect visual art to various content areas.</p>	<p>SE: 186-187 <i>Cross-Curriculum Connections (Mathematics)</i> 39 #19 <i>Cross-Curriculum Connections (Language Arts)</i> 161 #14 TWE: AEL 9 C 27</p>
<p><b>Benchmark D:</b> Use words and images to explain the role of visual art in community and cultural traditions and events.</p>	<p>SE: <i>Time to Connect</i> 140 TWE: CC 26 This activity showcases one of the roles art can play in everyday life. E 199</p>

## Codes Used for TWE Pages

AC	Art Criticism
AEL	Art in Everyday Life
C	Close
CC	Community Connection
CuC	Curriculum Connections
DA	Discussing the Artwork
DP	Developing a Portfolio
E	Enrichment
HCH	Historical/Cultural Heritage
M	Motivator
MA	More About . . .
MAr	Meet the Artist
R	Reteaching
SS	Studio Skills
TBA	Team Building Activity
TP	Time & Place
TSAC	Technology Strategies in the Art Classroom
UAH	Understanding Art History