



**Glencoe**

**OHIO**  
**Academic Content Standards**  
**Arts – Visual Art Grades 5-8**  
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<b>BENCHMARKS</b>	<b>PAGE REFERENCES</b>
<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.	
<b>Benchmark A:</b> Compare and contrast the distinctive characteristics of art forms from various cultural, historical and social contexts.	SE: 170 Figure 9-4 <i>Cross-Curriculum Connections (Social Studies) #17</i> 165 Students can be asked to compare and contrast images from nature that are found in Japanese and American art. TWE: E 31, 161, 223
<b>Benchmark B:</b> Create a work of art which incorporates the style or characteristics of artwork from a culture other than their own.	SE: 42-43, 116-117, 158-159 <i>Cross-Curriculum Connections (Social Studies) #19</i> 247
<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.	SE: <i>Time to Connect</i> 148 Students can be asked to make predictions about the future of animation. TWE: E 147 This objective can be met by having students speculate about the future of cartooning. E 177 Students can be asked to make predictions about how social problems will be depicted in visual art of the future. E 211
<b>Benchmark D:</b> Research culturally or historically significant works of art and discuss their roles in society, history, culture or politics.	SE: <i>Cross-Curriculum Connections (Social Studies) #22</i> 263 TWE: AH 36, 174 CC 80 Students analyze the ways that historical or political issues influenced selected artworks. RBC 9 Teachers can take this opportunity to have students research one of the artworks they have viewed.

BENCHMARKS	PAGE REFERENCES
<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: 144-145, 156-157, 176-177, 192-193 TWE: SS 143, 152</p>
<p><b>Benchmark B:</b> Create two- and three-dimensional original artwork that demonstrates personal visual expression and communication.</p>	<p>SE: 126-127, 174-175, 190-191 TWE: A 132 SC 17 SS 41</p>
<p><b>Benchmark C:</b> Achieve artistic purpose and communicate intent by selection and use of appropriate media.</p>	<p>SE: <i>Studio Activity 27, 75</i> <i>Studio Option 239</i> TWE: R 143 SS 16, 177, 186 TT 201, 206</p>
<p><b>Benchmark D:</b> Use current, available technology to refine an idea and create an original, imaginative work of art.</p>	<p>SE: 270-271 <i>Computer Option 13, 173, 191, 209</i> TWE: TSAC 85</p>
<p><b>Benchmark E:</b> Identify and explain reasons to support artistic decisions in the creation of art work.</p>	<p>SE: <i>Evaluating Your Work 205</i> <i>Portfolio Ideas 61, 159</i> <i>Time to Connect 18</i> TWE: C 189 Students can be asked to explain why they made specific artistic decisions in the creation of their photograms.</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: <i>Evaluating Your Work 121</i> TWE: Ae 190 R 109, 173 TBA 154</p>
<p><b>Benchmark B:</b> Present and support an individual interpretation of a work of art.</p>	<p>SE: 102-103 <i>Time to Connect 110</i> TWE: AC 85 Ae 15</p>
<p><b>Benchmark C:</b> Establish and use criteria for making judgments about works of art.</p>	<p>SE: <i>Time to Connect 262</i> TWE: DP 10 M 268</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: <i>Reflective Thinking</i> 127 <i>Time to Connect</i> 246 TWE: Ae 137, 193 R 171 TBA 233</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 129 MA 116 Students can be asked to speculate about why a critic responded as he did to Monet's work and why Monet's work is viewed differently by critics now. R 103 Students can be asked to explain why interpretations may differ. TBA 107</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: AC 201 CC 36 Students use the concept of linear perspective in their artworks.</p>
<p><b>Benchmark B:</b> Apply and combine visual art, research and technology skills to communicate ideas in visual form.</p>	<p>TWE: CoC 84</p>
<p><b>Benchmark C:</b> Use key concepts, issues and themes to connect visual art to various content areas.</p>	<p>SE: <i>Make the Connection</i> 163 TWE: CC 100 E 203</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>TWE: CC 153 The feature describes one way that visual art can be used in connection with community events.</p>

## Codes Used for TWE Pages

A	Activity
AC	Art Criticism
Ae	Aesthetics
AH	Art History
C	Close
CC	Curriculum Connections
CoC	Community Connection
DP	Developing a Portfolio
E	Enrichment
M	Motivator
MA	More About . . .
R	Reteaching
RBC	Resources Beyond the Classroom
SC	Sparking Creativity
SS	Studio Skills
TBA	Team Building Activity
TSAC	Technology Strategies in the Art Classroom
TT	Teacher to Teacher