



**OHIO**  
**Academic Content Standards**  
**Arts – Visual Art Grades 5-8**  
*Understanding Art* © 2005

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: 157 Figure 10-6  <i>Art &amp; Social Studies</i> 225  <i>Cross-Curriculum Connections (Social Studies)</i> 169 #15            TWE: AH 271            HCH 57, 220, 231            M 212, 248            R 221</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: 66-67, 72-73, 86-87, 92-93, 110-111  <i>Art &amp; Social Studies</i> 95  <i>Studio Activity</i> 145, 181  <i>Studio Option</i> 177            TWE: SS 296            TT 87, 237</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>Reviewing Art Facts</i> 301 Students can discuss historical influences on contemporary works of art.  <i>Time to Connect</i> 300            TWE: AEL 180 In classroom discussion, students can make predictions about the future of African art.            C 307 Students can discuss possible future art forms.            HCH 174 Students can discuss the influence of African sculpture on contemporary artists.</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: <i>Cross-Curriculum Connections (Social Studies)</i> 115 #18  <i>Reflective Thinking</i> 141  <i>Time to Connect</i> 10, 168, 190            TWE: AC 238            AH 6            E 269            HCH 237</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: <i>Art &amp; Math</i> 189 <i>Studio Activity</i> 187, 251 <i>Studio Options</i> 309 <i>Time to Connect</i> 208 TWE: CM 193 TT 195, 220</p>
<p><b>Benchmark B:</b> Create two- and three-dimensional original artwork that demonstrates personal visual expression and communication.</p>	<p>SE: 104-105, 122-123, 182-183, 240-241 <i>Studio Activity</i> 175, 187 TWE: A 300 SC 156 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</i> 175, 187 <i>Studio Options</i> 309 TWE: A 300 SC 156 SS 41 TT 87, 195</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: <i>Computer Option</i> 111, 165, 259, 265 TWE: TS 106, 128, 223, 309 TT 87</p>
<p><b>Benchmark E:</b> Identify and explain reasons to support artistic decisions in the creation of art work.</p>	<p>SE: 308-309 Students can be asked why they made specific artistic decisions in creating their photo retrospectives. <i>Check Your Understanding</i> 291 #1 <i>Evaluating Your Work</i> 281 <i>Time Art Scene</i> 272 <i>Visual Art Journal</i> 43 TWE: A 278</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: 277 Figure 16-3 283 Figure 16-11 <i>Visual Art Journal</i> 111 TWE: AC 219, 231, 240, 255, 289 M 294 TBA 233, 305</p>
<p><b>Benchmark B:</b> Present and support an individual interpretation of a work of art.</p>	<p>SE: 283 Figure 16-11 288 Figure 16-18 296 Figure 16-30 TWE: AC 255, 283 E 307 TBA 305</p>

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<b>Benchmark C:</b> Establish and use criteria for making judgments about works of art.	SE: <i>Visual Art Journal</i> 141, 199 TWE: AC 283 TBA 233, 305
<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.	
<b>Benchmark A:</b> Demonstrate aesthetic inquiry and reflection skills when participating in discussions about the nature and value of art.	SE: <i>Reflective Thinking</i> 141 <i>Time to Connect</i> 300 TWE: A 278 C 51 E 269 TBA 277
<b>Benchmark B:</b> Analyze diverse points of view about artworks and explain the factors that shape various perspectives.	SE: 274 Figure 16-1 <i>Check Your Understanding</i> 263 <i>Time Art Scene</i> 272 TWE: A 267 M 212
<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.	
<b>Benchmark A:</b> Demonstrate the role of visual art in solving an interdisciplinary problem.	Students use the concept of linear perspective in their artworks. SE: <i>Studio Activity</i> 215 TWE: TT 213
<b>Benchmark B:</b> Apply and combine visual art, research and technology skills to communicate ideas in visual form.	SE: 292-293 TWE: IC 267 TS 309 TT 119
<b>Benchmark C:</b> Use key concepts, issues and themes to connect visual art to various content areas.	SE: <i>Cross-Curriculum Connections (Science)</i> 27 #21 <i>Cross-Curriculum Connections (Technology)</i> 311 #13 TWE: CC 72
<b>Benchmark D:</b> Use words and images to explain the role of visual art in community and cultural traditions and events.	SE: 119 Figure 8-4 179 Figure 11-10 308-309 Students can demonstrate the value of visual art in communicating community events. <i>Check Your Understanding</i> 121 TWE: CC 177 CM 275 E 183 HCH 180

## Codes Used for TWE Pages

A	Aesthetics
AC	Art Criticism
AEL	Art in Everyday Life
AH	Art History
C	Close
CC	Curriculum Connections
CM	Chapter Motivator
E	Enrichment
HCH	Historical/Cultural Heritage
IC	Inclusion Strategies
M	Motivator
R	Reteaching
SC	Sparking Creativity
SS	Studio Skills
TBA	Team Building Activity
TS	Technology Strategies in the Art Classroom
TT	Teacher to Teacher