



OHIO
Academic Content Standards
Arts – Visual Art Grades 9-12
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| BENCHMARKS | PAGE REFERENCES |
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| <p>Historical, Cultural and Social Contexts 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>Benchmark A: Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.</p> | <p>SE: <i>Activity 325</i> <i>Time to Connect 284, 348</i> TWE: CC 58 HCC 74</p> |
| <p>Benchmark B: Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.</p> | <p>SE: <i>Thinking Critically About Art (Compare and Contrast) #14 225</i> TWE: AH 216 CoCo 268</p> |
| <p>Benchmark C: Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.</p> | <p>TWE: AH 120 CC 180 HCC 131, 203 LAC 96 TF 386</p> |
| <p>Benchmark D: Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.</p> | <p>SE: <i>Studio Project 242-243</i> Students design a mask in the style of the Kuba. <i>Studio Project 244-245</i> Students create a mandala reflective of a Himalayan rumal. <i>Studio Project 304-305</i> TWE: CD 323</p> |
| <p>Creative Expression and Communication 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>Benchmark A: Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</p> | <p>SE: <i>Activity 107</i> <i>Studio Project 84-85, 214-215</i> TWE: AS 307 E 157 SS 12, 51, 159</p> |
| <p>Benchmark B: Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.</p> | <p>SE: <i>Studio Project 122-123</i> TWE: AS 247 SC 13 SS 186-187, 213</p> |

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| Benchmark C: Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. | SE: <i>For Your Portfolio</i> 165 Students can be prompted to revise a work in their portfolios. |
| Analyzing and Responding 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. | |
| Benchmark A: Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art. | SE: <i>Art Criticism in Action</i> 36-37, 92-93, 282-283 <i>Thinking Critically About Art (Apply)</i> #16 39 TWE: AC 237 |
| Benchmark B: Explain how form, subject matter and context contribute to meanings in works of art. | SE: 357 Figure 13.8, 365 Figure 13.16 TWE: A 163 |
| Benchmark C: Critique their own work, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works. | TWE: AC 179, 294 EYW 185 TT 44 |
| Valuing the Arts/Aesthetic Reflection 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. | |
| Benchmark A: Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others. | SE: <i>Thinking Critically About Art (Historical/Cultural Heritage)</i> #15 253 TWE: Ae 160-161 AH 261 M 267 |
| Benchmark B: Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view. | TWE: AC 33, 78 C 33 Students identify the aesthetic view that most appeals to them. PD 18 PD 28 Students can contribute their own personal view of the artwork. |
| Benchmark C: Judge the merit of selected artworks and provide the aesthetic basis for their positions. | TWE: AC 272 Ae 235, 302, 333 R 61 |
| Connections, Relationships and Applications 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. | |
| Benchmark A: Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism or postmodernism) on the development of visual art. | SE: <i>Activity</i> 365 <i>Thinking Critically About Art (Explain)</i> #14 387 TWE: PD 359 |
| Benchmark B: Formulate and solve a visual art problem using strategies and perspectives from other disciplines. | SE: <i>Activity</i> 261 <i>Studio Project</i> 274-275 TWE: CrC 258 MI 99 TC 168 |

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| Benchmark C: List and explain opportunities for lifelong involvement in the visual arts. | SE: <i>Thinking Critically About Art (Compare and Contrast) #16 23</i> TWE: CoC 196 CVA 164 |

Codes Used for TWE Pages

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| A | Assess |
| AC | Art Criticism |
| Ae | Aesthetics |
| AH | Art History |
| AS | Assessment Strategy |
| C | Close |
| CC | Curriculum Connection |
| CD | Cultural Diversity |
| CoC | Community Connection |
| CoCo | Compare and Contrast |
| CrC | Cross-Curriculum |
| CVA | Careers in the Visual Arts |
| E | Enrichment |
| EYW | Evaluating Your Work |
| HCC | Historical and Cultural Context |
| LAC | Language Arts Connection |
| M | Motivator |
| MI | Multiple Intelligences |
| PD | Promoting Discussion |
| R | Reteaching |
| SC | Sparking Creativity |
| SS | Studio Skills |
| TC | Time to Connect |
| TF | Teaching the Feature |
| TT | Teacher Talk |