
Connections

PreK–12 STANDARD 6: Purposes and Meanings in the Arts

Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate, interpret their meanings.

GRADESPAN

By the end of
grade 4

LEARNING STANDARDS

Students will

- 6.1 When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, “*What is the artist trying to say?*” “*Who made this, and why?*” “*How does this work make me feel?*”
- 6.2 Investigate uses and meanings of examples of the arts in children’s daily lives, homes, and communities
For example, children learn and teach other children songs in languages other than English; interview parents and community members about dances, songs, images, and stories that are part of their family and cultural heritage.

By the end of
grade 8

Students will

- 6.3 Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of people living at a particular time in history
For example, at the Museum of Fine Arts in Boston, students view John Singleton Copley’s portrait of Paul Revere and examples of Revere’s silverware. What do these works reveal about attitudes toward artistry in 18th century America?
- 6.4 Describe how artistic production can shape and be influenced by the aesthetic preferences of a society

By the end of basic study in
grades 9–12

Students will

- 6.5 Interpret the meanings of artistic works based on evidence from artists’ biographies, autobiographies, or videotaped or written interviews
For example, students read about how composer Aaron Copland and choreographer Martha Graham collaborated on the ballet, Appalachian Spring, and report on their sources of inspiration for the music and choreography.
- 6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns

For example, students listen for similarities and differences in work songs from various cultures.

By the end of extended study in grades 9–12

Students will

- 6.7 Compare examples of works in one arts domain (dance, music, theatre, visual arts, or architecture) from several periods or cultures and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events
- 6.8 Compare examples of works from several arts domains within a period or culture and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events

PreK–12 STANDARD 7: Roles of Artists in Communities

Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

GRADESPAN

By the end of grade 4

LEARNING STANDARDS

Students will

- 7.1 Investigate how artists create their work; read about, view films about, or interview artists such as choreographers, dancers, composers, singers, instrumentalists, actors, storytellers, playwrights, illustrators, painters, sculptors, craftspeople, or architects
For example, teachers invite an illustrator of children's books to school to show how she creates her illustrations.

By the end of grade 8

Students will

- 7.2 Describe the roles of artists in specific cultures and periods, and compare similarities and differences in these roles, considering aspects such as:
 - the conditions under which artists created, performed, and/or exhibited work and the status of artists;
 - the sources of support for the arts; and
 - the ways, such as apprenticeship or training, in which students learned the skills and knowledge that qualified them to produce or perform artistic work*For example, students investigate how aspiring musicians learned playing and singing techniques in 19th century New England.*
- 7.3 Identify and describe careers in at least one art form
- 7.4 Describe the function of cultural organizations and arts institutions such as museums, symphonies, repertory theatres, dance companies, and historical preservation organizations

By the end of basic study in
grades 9–12

Students will

- 7.5 Analyze how the arts and artists are portrayed in contemporary newspapers, magazines, films, and electronic media
- 7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements
- 7.7 Describe the roles of individual patrons, cultural organizations, and governments in commissioning and collecting works and presenting performances
For example, students find out who serves on the community’s cultural council, and how grants are awarded to artists and educators for programs in schools.

By the end of extended study in
grades 9–12

Students will

- 7.8 Analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods
- 7.9 Identify artists who have been involved in social and political movements, and describe the significance of selected works
- 7.10 Describe the roles of government, philanthropy, arts institutions, critics, and the publishing, recording, and tourism industries in supporting the arts and historic preservation, and in creating markets for the arts
For example, band members investigate music copyright laws and how they affect composers and performers.

PreK–12 STANDARD 8: Concepts of Style, Stylistic Influence, and Stylistic Change

Students will demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change by identifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

GRADESPAN

By the end of
grade 4

LEARNING STANDARDS

Students will

- 8.1 Identify characteristic features of the performing and visual arts of native populations and immigrant groups to America, such as
 - styles of North American native cultures of the East Coast, Plains, Southwest, and Northwest;
 - styles of folk and fine arts of immigrant groups from European, African, Latin American, Asian, and Middle Eastern countries

For example, students look at examples of Native American clay containers from the Southwest, and wooden containers from the Northwest and compare the similarities and differences in form and decoration.

- 8.2 Identify characteristic features of the visual arts of world civilizations such as styles of ancient Egypt and Africa, China, Mesopotamia, Greece, Rome, and the Medieval period in Europe
- 8.3 Perform or create works inspired by historical or cultural styles

By the end of
grade 8

Students will

- 8.4 Identify American styles and genres of dance, music, theatre, or visual arts and architecture, describe their sources, trace their evolution, and cite well-known artists associated with these styles
- 8.5 Identify and describe characteristic features of genres and styles from a variety of world cultures and cite well-known artists associated with these styles

By the end of basic study in
grades 9–12

Students will

- 8.6 Classify works from the United States and world cultures by genre, style, and historical period; explain why the works exemplify a particular genre, style, or period
- 8.7 Identify works, genres, or styles that show the influence of two or more cultural traditions, and describe how the traditions are manifested in the work
* Suggested period: American and world cultures to c. 1920

By the end of extended study in
grades 9–12

Students will

- 8.8 Identify the stylistic features of a given work and explain how they relate to aesthetic tradition and historical or cultural contexts
- 8.9 Identify examples of innovation and tradition in the arts, and explain the works in relation to historical and cultural contexts
- 8.10 Identify variants within the style of a particular time period, and describe the advantages and limitations of using the concept of style to describe and analyze the work of a particular period or culture
- 8.11 Identify and analyze examples of artistic and/or literary allusions in works of dance, music, theatre, and visual arts and architecture

PreK–12 STANDARD 9: Inventions, Technologies, and the Arts

Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.

GRADESPAN

By the end of
grade 4

LEARNING STANDARDS

Students will

9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as

- “What is this made of?”
- “How does this instrument produce sound?”
- “Would I design this differently?”
- “Who first thought of making something like this?”

For example, students examine a variety of percussion instruments, experiment with the different sounds they make, and learn about the cultures in which they were made.

By the end of
grade 8

Students will

9.2 Identify and describe examples of how the discovery of new inventions and technologies, or the availability of new materials brought about changes in the arts in various time periods and cultures

9.3 Identify and describe examples of how artists make innovative uses of technologies and inventions

For example, students research Matthew Brady’s portrait photographs and Civil War battlefield photographs.

9.4 Identify and describe examples of how contemporary artists use computer technology in their work

For example, students find out how software is used for animation, graphic design, theatrical lighting and sound design, choreography, or musical composition.

By the end of basic study in
grades 9–12

Students will

9.5 Identify and describe examples of how technological development in one artistic domain can influence work in other artistic domain

9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts

9.7 Identify and describe the examples of the persistence of traditional historical materials and technologies in contemporary artworks

For example, a student interested in textile design investigates the works of artists who use plants to make dyes and finds out why they choose to use these traditional techniques.

By the end of extended study in
grades 9–12

Students will

- 9.8 Evaluate the effectiveness of the use of a particular technology to achieve an artistic effect
- 9.9 Identify and describe how some contemporary artists concentrate on the use of technologies and inventions of the past to achieve specific artistic effects

For example, music students investigate how musicians or dancers recreate historic works, and the research involved in their quest for authenticity.

PreK–12 STANDARD 10: Interdisciplinary Connections

Students will use knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

GRADESPAN

By the end of
grade 4

LEARNING STANDARDS

Students will

- 10.1 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines

Examples of this include:

- *using visual arts skills to illustrate understanding of a story read in English language arts or foreign languages;*
- *memorizing and singing American folk songs to enhance understanding of history and geography;*
- *using short dance sequences to clarify concepts in mathematics.*

By the end of
grade 8

Students will

- 10.2 Continue the above and apply knowledge of other disciplines in learning in and about the arts

Examples of this include:

- *using number sense in mathematics as an aid to understanding scales and intervals in music;*
- *using research skills from history and social science to develop a monologue for a character from history;*
- *using design skills and knowledge of physical science from science and technology/engineering to construct a balanced mobile sculpture.*

By the end of basic study in
grades 9–12

Students will

- 10.3 Continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines

Examples of this include: