



ArtWise

# Curriculum Content Standards

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# English Language Standards: Grades 1-3

ARTWISE	meets standard in one or more classes	meets standard in every class (continuous)
<b>Reading</b>		
Identify letters, words, and sentences		★
Respond to who, what, when, where, why, how questions		★
Follow one-step and multiple-step instructions		★
Confirm predictions about what will happen next		★
Relate prior knowledge		★
Identify simple multiple-meaning words		★
Restate facts and organize ideas		★
Ask questions and support answers		★
<b>Writing</b>		
Write brief narratives (about art, artists)	★	
Group related ideas and maintain a consistent focus		★
Move through a logical sequence of events		★
Describe the setting, characters, objects (in a drawing) in detail		★
<b>Written and Oral English Language Conventions</b>		
Write and speak in complete, coherent sentences		★

Listening and Speaking		
Listen attentively		★
Ask questions for clarification and understanding		★
Give, restate, and follow simple two-step directions		★
Stay on the topic when speaking		★
Use descriptive words when speaking about people, places, things and events		★
Relate an important life event or personal experience in a simple sequence		★
Provide descriptions with careful attention to detail		★
Speak clearly		★
Retell stories and experiences	★	
Retell, paraphrase and explain what has been said by a speaker	★	
Connect and relate prior experiences, insights and ideas to those of a speaker		★
Use clear and specific vocabulary to communicate ideas		★

# English Language Standards: Grades 4-6

ARTWISE	meets standard in one or more classes	meets standard in every class (continuous)
<b>Reading</b>		
Apply knowledge of word origins, derivations, synonyms, antonyms and idioms to determine the meaning of words and phrases		★
Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words	★	
Distinguish and interpret words with multiple meanings		★
Determine related words and concepts		★
Determine the meaning of unknown words		★
Follow multiple-step instructions		★
Make and confirm predictions		★
Use knowledge of the situation, setting, and character traits to determine causes for that character’s actions	★	
Students respond to a wide variety of significant works of children’s literature.	★	

Compare and contrast tales from different cultures by tracing the exploits of one character type, and develop theories to account for similar tales in diverse cultures	★	
Understand how text features (i.e. illustrations) make information accessible and usable		★
Understand and explain “shades of meaning” (i.e. softly, roughly)	★	
<b>Writing</b>		
Use traditional structures for conveying information	★	
Use organizational features of printed text to locate relevant information (research an artist)	★	
Show the events of the story (in artwork)	★	
Write responses to art		★
Compare and contrast	★	
Use sensory details and concrete language to develop plot and character		★
<b>Written and Oral English Language Conventions</b>		
Use simple and compound sentences; use effective coordination and subordination of ideas to express complete thoughts		★
<b>Listening and Speaking</b>		
Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings		★
Summarize major ideas and supporting evidence presented in spoken messages and formal presentations		★
Give precise directions and instructions		★

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Use details, examples, anecdotes or experiences to explain or clarify information		★
Ask questions that seek information not already discussed		★
Interpret a speaker's verbal and nonverbal messages		★
Clarify and support spoken ideas		★
Restate and execute multiple-step oral instructions and directions		★

# Math Content Standards: Grades 1-3

ARTWISE	meets standard in one or more classes	meets standard in every class (continuous)
<b>Number Sense</b>		
Make reasonable estimates when comparing larger or smaller numbers (shapes)		★
Recognize fractions of a whole and parts of a group (divide the page into 4 quadrants)		★
Make mental calculations and check results		★
<b>Measurement and Geometry</b>		
Compare the length, weight and volume of two or more objects	★	
Identify, describe and compare triangles, rectangles, squares, and circles		★
Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners		★
Give and follow directions		★
Arrange and describe objects in space by proximity, position, and direction		★
Put shapes together and take them apart to form other shapes		★
Identify common three-dimensional geometric objects	★	
<b>Statistics, Data Analysis, and Probability</b>		
Describe, extend and explain ways to get to a next element in simple repeating patterns (rhythmic, color, shape)	★	

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Recognize, describe and extend patterns and determine a next term in linear patterns	★	
Identify whether common events are certain, likely, unlikely or improbable	★	
<b>Mathematical Reasoning</b>		
Determine the approach, materials, and strategies to be used		★
Use tools, such as sketches to model problems		★
Explain the reasoning used and justify the procedures selected		★
Analyze problems by identifying relationships, distinguishing relevant information, sequencing, and observing patterns	★	
Use estimation		★
Apply strategies and results from simpler problems to more complex problems		★

# Math Content Standards: Grades 4-6

ARTWISE	meets standard in one or more classes	meets standard in every class (continuous)
<b>Number Sense</b>		
Understand the concept of fractions		★
Identify four quadrants in a plane		★
Solve addition, subtraction, multiplication and division problems	★	
<b>Measurement and Geometry</b>		
Identify lines that are parallel and perpendicular		★
Identify congruent figures		★
Identify and draw angles	★	
Visualize and draw two-dimensional views of three-dimensional objects	★	
Identify and draw quadrilaterals and triangles		★
<b>Statistics, Data Analysis, and Probability</b>		
Use fractions to compare data sets	★	
Predict outcomes		★
<b>Mathematical Reasoning</b>		
Determine when and how to break a problem into simpler parts		★
Use estimation		★
Analyze problems by identifying relationships, distinguishing relevant information, sequencing information and observing patterns		★

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Determine when and how to break a problem into simpler parts		★
Apply strategies and results from simpler problems to more complex problems		★
Develop generalizations of the results obtained and apply them in other circumstances		★

# Visual Arts Standards: Grades 1-6

ARTWISE	meets standard in one or more classes	meets standard in every class (continuous)
<b>Artistic Perception</b>		
Distinguish among various types of artistic media		★
Describe and replicate repeated patterns in nature and in works of art	★	
Identify the elements of art in objects in nature (line, color, shape, etc)		★
Perceive and discuss differences in mood created by colors		★
Perceive and describe rhythm and movement in works of art		★
Describe how artists use tints and shades		★
Identify and describe how foreground, middle ground and background are used to create the illusion of space		★
Describe negative and positive shapes and forms		★
Identify complimentary colors	★	
Describe the concept of proportion as used in works of art		★
Identify and describe the principles of design in visual compositions	★	
Identify and describe characteristics of representational, abstract and nonrepresentational artwork	★	

Discuss works of art in relation to theme, genre, style, and idea	★	
Describe how balance is effectively used in a work of art (i.e. symmetry, asymmetry)		★
<b>Creative Expression</b>		
Use texture in works of art	★	
Depict the illusion of depth (space) in works of art, using overlapping shapes, size and placement within a drawing		★
Use bilateral or radial symmetry to create visual balance	★	
Draw a landscape, seascape or cityscape that shows the illusion of space	★	
Use the interaction between positive and negative space	★	
Use contrast	★	
Use complimentary colors	★	
Mix secondary colors from primary colors and describe the process	★	
Use shading to transform and two-dimensional shape into what appears to be a three-dimensional shape	★	
Use the conventions of facial and figure proportions in a figure study	★	
Use accurate proportions to create an expressive portrait or figure drawing	★	
Use one-point and/or two –point perspective		★
Use perspective in an original work of art to create a real or imaginary scene	★	

<b>Historical and Cultural Context</b>		
Recognize and discuss the design of everyday objects from various time periods and cultures	★	
View and then describe art from various cultures	★	
Identify/describe various subject matter in art		★
Identify art objects from various cultures	★	
Explain how artists use their work to share experiences or communicate ideas	★	
Recognize and use the vocabulary of art to describe art objects from various cultures and time periods		★
Identify and discuss how art is used in events and celebrations in various cultures	★	
Describe how art plays a role in reflecting life	★	
Identify and describe various fine/traditional, and folk arts from historical periods worldwide	★	
<b>Aesthetic Valuing</b>		
Discuss works of art created in the classroom, focusing on selected elements of art (shape, form, texture, line, color)		★
Identify and describe various reasons for making art		★
Describe reasons behind making a selected work of art, focusing on the media and technique		★
Select something students like about their work and something they would change		★

Use the vocabulary of art to talk about what students want to accomplish in their own works of art and how they succeed		★
Use appropriate vocabulary of art to describe the successful use of an element in a work of art		★
Compare and contrast selected works of art and describe them, using appropriate vocabulary of art		★
Compare the different purposes for creating art in a specific culture	★	
Assess personal works of art, using specific criteria, and describe what changes to make for improvement		★
Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art		★
<b>Connections, Relationships, Applications</b>		
Compare and contrast objects of folk art from various time periods and cultures	★	
Identify and sort pictures into categories according to the elements of art emphasized in the works (color, line, shape, texture)	★	
Describe objects designed by artists that are used at home and at school	★	
Use placement, overlapping, and size difference to show opposites		★
Select and use expressive colors to create mood and show personality		★
Use linear perspective to depict geometric objects in space	★	