**Standard 1: Understanding and Applying Media Techniques and Processes** **Intermediate**

**Benchmark 1: The student differentiates between materials, techniques, and processes.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student:**<br>1. demonstrates the differences between various media.<br>2. explains the differences between various techniques.<br>3. describes the differences between various processes. | **The student:**<br>1. uses three different media, such as clay, watercolor, and markers to create a work of art, such as a self-portrait.<br>2. uses a graphic organizer to compare and contrast the differences and similarities between two art making techniques, such as *dry brush* and *wet on wet*.<br>3. uses a graphic organizer to compare and contrast the differences and similarities between two art making processes, such as printmaking and painting. |
| **Teacher Notes:** | |

**Standard 1: Understanding and Applying Media Techniques and Processes** **Intermediate**

**Benchmark 2: The student explains how the visual effects resulting from media, techniques, and processes differ from one another.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student:**<br>1. after being exposed to a variety of works of art, categorizes different media, techniques, and processes used to create each piece.<br>2. uses art vocabulary to describe the effects produced by specific media, techniques, and processes. | **The student:**<br>1. working in small groups, categorizes selected sets of paintings by oils, watercolor, and pastel media.<br>2. (a)using Kagan Round Robin*, students take turns describing the media used in selected works and the effects achieved through the media.<br>(b) explains how the effects conveyed through a figural sculpture are different from those conveyed through a painting of the same figure. |
| **Teacher Notes:**<br>***Kagan Round Robin is a cooperative learning structure where students work in small groups to take turns discussing a topic without side comments until everyone has had a chance to speak. | |

**Standard 1: Understanding and Applying Media Techniques and Processes** **Intermediate**

**Benchmark 3: The student applies the characteristics of a variety of media, techniques, and processes to develop manipulative skills in two- and three-dimensional works.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student:**<br>1. practices to understand qualities and characteristics of various media, techniques, and processes.<br>2. creates two- and three-dimensional representations of similar subjects. | **The student:**<br>1. begins by creating a two-dimensional plan of a face. Then, through directed practice, manipulates modeling clay with addition and subtraction techniques to create a bas-relief face plaque.<br>2. creates a work of art, such as an earthenware face wall plaque that incorporates techniques, such as scoring, pressing, or pinching the clay to achieve a rough texture, or applying slip, rolling, or burnishing the clay to get a smooth texture. |
| **Teacher Notes:** | |

**Standard 1: Understanding and Applying Media Techniques and Processes** **Intermediate**

**Benchmark 4: The student selects and applies different media, techniques, and processes to communicate through works of art.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student:**<br>1. evaluates the selection and use of media, techniques, and processes for communicating.<br>2. communicates personal ideas and feelings through the choice of media, techniques, and/or processes. | **The student:**<br>1. uses colored pencils to develop a texture panel* for selecting techniques to communicate through a colored pencil drawing.<br>2. uses watercolors and/or watercolor pencils to create an image that communicates a calm or quiet mood. |
| **Teacher Notes:**<br>***A texture panel is a sampler of textures created through the manipulation of the point and side of the pencil. | |

**Standard 1: Understanding and Applying Media Techniques and Processes** **Intermediate**

**Benchmark 5: The student uses control in handling art materials and tools in a safe and responsible manner.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student:**<br>1. demonstrates appropriate use of art tools and materials.<br>2. shows concern for the safety of others. | **The student:**<br>1. uses scissors safely to cut organic shapes from paper for a project.<br>2. uses tools and equipment safely within personal space. |
| **Teacher Notes:** | |

**Standard 1: Understanding and Applying Media Techniques and Processes** **Intermediate**

**Benchmark 6: The student shows responsibility in organization and clean-up of materials.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student…**<br>1. follows established routines.<br>2. shows respect for others' work and space.<br>3. maintains a positive attitude toward the art room environment. | **The student**<br>1. (a) establishes and follows safe routines.<br>(b) materials and art work is put away quickly and neatly at end of class.<br>2. refrains from negative comments toward the work of others.<br>3. limits comments to positive statements. |
| **Teacher Notes:** | |

**Standard 2: Using Knowledge of the Elements of Art and the Principles of Design** **Intermediate**

**Benchmark 1: The student recognizes and identifies the elements and key principles* used in works of art.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student:**<br>1. identifies the elements in works of art.<br>2. identifies key principles in works of art.<br>3. compares and contrasts elements and key principles in works of art. | **The student:**<br>1. lists the elements in a work of art, such as Wassily Kandinsky's The White Dot.<br>2. lists the key principles in a work of art, such as Dorothea Lange's, The Migrant Mother.<br>3. working in small groups, uses a Venn diagram to evaluate elements and key principles in works of art**. |
| **Teacher Notes:**<br>* Determination of the key principles is a local decision.<br>** All the instructional examples can be done through an Art Walk. An Art Walk is a teacher led group discussion used to develop vocabulary. Students describe art work and when an art vocabulary term is mentioned, the teacher writes it on the board, creating a vocabulary list. Vocabulary is developed through students describing a work of art while the teacher guides them with correct vocabulary. | |

**Standard 2: Using Knowledge of the Elements of Art and the Principles of Design** **Intermediate**

**Benchmark 2: The student interprets the use of elements and key principles* in works of art.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student:**<br>1. identifies an idea, feeling, or message communicated by incorporating elements and key principles in art work.<br>2. compares and contrasts how artists use the same elements and key principles to communicate different messages. | **The student:**<br>1. (a) evaluates paintings from two different periods of Pablo Picasso's life based on the use of elements and key principles used to communicate an idea.<br>(b) discusses how two different paintings addressing the same theme, communicate a different feeling, such as Georges Seurat, Le Cirque and John Marin, Circus Elephants<br>2. (a) uses a Venn diagram to compare and contrast how two different artists use the color blue to communicate different emotions, such as how Picasso communicates melancholy through his use of blue in the painting entitled Guitar Player and Hokusai uses blue to communicate agitation and danger through his painting entitled The Great Wave.<br>(b) uses a graphic organizer to compare and contrast how the use of emphasis is different in two paintings of the same subject, such as Grant Wood's Stone City, Iowa and El Greco's View of Toledo. |
| **Teacher Notes:**<br>* Determination of the key principles is a local decision. | |

**Standard 2: Using Knowledge of the Elements of Art and the Principles of Design** **Intermediate**

**Benchmark 3: The student visually communicates by incorporating the elements and key principles* in works of art.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student:**<br>1. produces art works that focus on communicating through the use of elements of art.<br>2. produces art works that communicate through manipulation of elements and key principles. | **The student:**<br>1. designs packaging for an item, such as a cereal box that persuades people to buy the cereal product that they created.<br>2. manipulates paint to create a landscape that depicts a thunderstorm. |
| **Teacher Notes:**<br>* Determination of the key principles is a local decision. | |

**Standard 3: Creating Art Works Through Choice of Subjects, Symbols, and Ideas** **Intermediate**

**Benchmark 1: The student differentiates among ideas, subjects, styles, and symbols used to communicate in art.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student:**<br>1. categorizes works based on the use of subject, symbols, and ideas.<br>2. speculates as to the purpose of subjects and styles within works of art.<br>3. examines the ways human experiences influence development of specific art works. | **The student:**<br>1. working in small groups, classifies reproductions based on whether they are a landscape, still life, or cityscape.<br>2. (a) critiques the use of color, light, and technique for communicating a quiet day in the park as in La Grande Jatte by Georges Seurat.<br>(b) discusses why Picasso painted a work depicting political protest in the style he used through the painting entitled Guernica.<br>3. compares and contrasts the human experience of New York City through the minds of different artists, such as The Brooklyn Bridge by Joseph Stella, Brooklyn Bridge and Radiator Building by Georgia OKeeffe, and/or Broadway Boggie Woggie by Piet Monrian. |
| **Teacher Notes:** | |

**Standard 3: Creating Art Works Through Choice of Subjects, Symbols, and Ideas** **Intermediate**

**Benchmark 2: The student selects and uses images, subjects, and ideas to express meaning through art.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student:**<br>1. develops and communicates intended ideas through use of personal sign/symbol schema*.<br>2. creates art work that reflects images, symbols, and ideas from other sources. | **The student;**<br>1. using personally designed symbols, creates a work of art depicting a fantasy street.<br>2. (a) produces a drawing of an animal similar in style to that of Albrecht Durer's Rhinoceros.<br>(b) selects two objects, such as a shoe and a telephone and transforms them into a new entity combining qualities from both. |
| **Teacher Notes:**<br>*Schema is a personally developed sign/symbol relationship. For example, a tree or person is the same from work to work. | |

**Standard 3: Creating Art Works Through Choice of Subjects, Symbols, and Ideas** **Intermediate**

**Benchmark 3: The student applies the problem-solving steps* to the creative process.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student:**<br>1. proposes a problem to be solved visually.<br>2. proposes a visual solution to a problem. | **The student:**<br>1. chooses a problem, such as abstracting a natural object.<br>2. proposes a solution to a problem, such as breaking apart a natural object and putting it back together by rearranging the parts. |
| **Teacher Notes:**<br>***The problem-solving process includes: understand, plan, solve, and reflect.** | |

**Standard 4: Understanding the Visual Arts in Relation to History and Cultures** **Intermediate**

**Benchmark 1: The student describes how history and culture influence creation and study of art.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student:**<br>1. recognizes the relationships between history, culture, and the visual arts.<br>2. categorizes selected art works according to historical/cultural contexts.<br>3. compares and contrasts the characteristics of art works in various eras and cultures. | **The student:**<br>1. (a) classifies and determines the characteristics of history that influenced a particular artist, such as how the commoners of Mexico were reflected in Diego Rivera's work.<br>(b) classifies and determines the characteristics of history that influenced a particular artist, such as how the American west was reflected in Frederic Remington's work.<br>2. groups art works from various cultures, such as Native American, African, Aboriginal, and Japanese.<br>3. compares and contrasts the qualities found in ceremonial attire, such as Native American regalia and Japanese kimono. |
| **Teacher Notes:** | |

**Standard 4: Understanding the Visual Arts in Relation to History and Cultures** **Intermediate**

**Benchmark 2: The student classifies works of art based on purpose and/or function.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student:**<br>1. recognizes that works of art develop at different times, places, and in different cultures.<br>2. discusses how art develops to serve different purposes.<br>3. recognizes how art is used as a part of daily life. | **The student:**<br>1. tracks the development of ceramic ware throughout the ages and/or cultures.<br>2. lists how art is used in different ways to solve a problem, such as blueprints, maps, and/or containers.<br>3. designs a collage showing various ways art is used in daily life, such as in magazines, comic books, book covers, CD covers, and posters. |
| **Teacher Notes:** | |

**Standard 4: Understanding the Visual Arts in Relation to History and Cultures** **Intermediate**

**Benchmark 3: The student identifies and applies characteristics of art works from a *movement* or culture.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student:**<br>1. recognizes and creates works that reflect the importance of art as a record of history.<br>2. recognizes, respects, and represents diverse cultures in and through art.<br>3. manipulates subjects to reflect art of other cultures, times, and places. | **The student:**<br>1. examines works depicting historical moments, such as Washington Crossing the Delaware and creates a work reflecting a contemporary political event.<br>2. examines works depicting celebrations, such as Peter Brueghel the Younger's painting entitled Wedding Dance in the Open Air. Then, creates a work that reflects a personal celebration.<br>3. chooses a subject, like cats and manipulates it to make a symbolic statement, in the way that the cat was symbolic for the Egyptian culture. |
| **Teacher Notes:** | |

**Standard 5: Reflecting Upon and Assessing the Characteristics and Merits of Art** **Intermediate**

**Benchmark 1: The student describes works of art and discusses the merits.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student:**<br>1. defines and uses vocabulary appropriate to discussion of art works.<br>2. reflects on how art works differ.<br>3. comprehends how various responses to characteristics of an art work can influence the interpretation. | **The student:**<br>1. participates in a teacher guided Art Walk*. Then, uses a developed list of vocabulary terms to explain the differences apparent in greenware, bisque, and glazed ware.<br>2. discusses how works by artists differ aesthetically, such as the ways Thomas Hart Benton's landscapes differ from George Caleb Bingham's.<br>3. discusses how the visual characteristics of a painting, such as Pablo Picasso's painting Girl Before a Mirror can be appealing to some whereas unappealing to others. |
| **Teacher Notes:**<br>* An Art Walk is a teacher led group discussion used to develop vocabulary. Students describe art work and when an art vocabulary term is mentioned, the teacher writes it on the board, creating a vocabulary list. Vocabulary is developed through students describing a work of art while the teacher guides them with correct vocabulary. | |

**Standard 5: Reflecting Upon and Assessing the Characteristics and Merits of Art** **Intermediate**

**Benchmark 2: The student forms and defends judgments about works of art.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student:**<br>1. develops personal viewpoints regarding the characteristics and merits of art works.<br>2. explains how and why personal judgments toward art works were reached.<br>3. defends individual opinions about the merits of art works. | **The student:**<br>1. writes an expository piece explaining the story they find within Henry Tanner's painting The Banjo Lesson.<br>2. participates in a Kagan Round Robin* table activity to critique a painting.<br>3. writes a persuasive piece explaining their opinions regarding whether or not they believe paintings by elephants should be considered art worthy to be placed in an art gallery. |
| **Teacher Notes:**<br>***** Kagan Round Robin is a cooperative learning structure where students work in small groups to take turns discussing a topic without inclusion of side comments until everyone has had a chance to speak. | |

**Standard 5: Reflecting Upon and Assessing the Characteristics and Merits of Art** **Intermediate**

**Benchmark 3: The student develops and expresses opinions surrounding aesthetic issues in art.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student:**<br>1. discusses why society *value*s art.<br>2. critiques works of art.<br>3. classifies works based on aesthetic qualities.<br>4. expresses opinions surrounding different aesthetic philosophies. | **The student:**<br>1. participates in a literature circle discussion addressing if and why they value the art of a well known artist, such as Dale Chihuly.<br>2. critiques aesthetic issues surrounding works of art, such as that of Dale Chihuly from the stand point of "who's art is it" since it is created by artists hired by Chihuly and under his direction.<br>3. writes a journal entry that describes the emotional reaction they receive from a painting, such as Pablo Picasso's Guernica.<br>4. explores aesthetic philosophies, such as instrumentalism, expressionism, and/or formalism and comments on them. |
| **Teacher Notes:** | |

**Standard 6: Making Connections Between the Visual Arts and Other Disciplines** **Intermediate**

**Benchmark 1: The student identifies unique qualities among different visual art forms.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student:**<br>1. interprets the qualities of visual art works for comparison.<br>2. explains the differences between a reproduction and an original work of art.<br>3. using different media, creates two works of art that express the same creative intent.<br>4. compares two-dimensional verses three-dimensional art works. | **The student:**<br>1. uses a Venn diagram* to compare and contrast a photograph with a painting of the same subject.<br>2. during a trip to an art museum or gallery, uses a Venn diagram to compare and contrast reproductions and their original counterparts. Then, writes a summery of their findings.<br>3. uses oil pastels and charcoal to create a drawing of a ceramic vase. Then, uses clay and glaze to create a coil ceramic vase.<br>4. compares student made ceramic ware with digital photos of the same ware. |
| **Teacher Notes:**<br>***** Venn diagram is a graphic organizer to chart similarities and differences. | |

**Standard 6: Making Connections Between the Visual Arts and Other Disciplines** **Intermediate**

**Benchmark 2: The student compares and contrasts similar concepts among the visual and performing arts*.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student:**<br>1. explains relationships among the structural similarities found in the visual and performing arts.<br>2. analyzes how the same subject matter is communicated in the visual vs. performing arts. | **The student:**<br>1. draws a visual pattern using colors and shapes. Then, creates a clap rhythmic pattern that echos the visual one.<br>2. interprets the painting by Jacob Lawrence entitled Migration of the Negro and the song entitled Follow the Drinking Gourd. Participates in a literature circle to analyze the subject and story being communicated through them. |
| **Teacher Notes:**<br>*The four visual and performing arts include dance, music, theatre, and visual arts. | |

**Standard 6: Making Connections Between the Visual Arts and Other Disciplines** **Intermediate**

**Benchmark 3: The student demonstrates ways in which art concepts are interrelated with non-art disciplines.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student:**<br>1. identifies ways that creating art uses a variety of skills needed in non-art subjects.<br>2. creates works of art that implement and extend knowledge of science, mathematics, social studies, and language arts. | **The student:**<br>1. after viewing a video about Dale Chihuly and his art, discusses with classmates the various skills he and his workers use from non-art subjects to create their installations.<br>2. creates a group large scale sculpture that incorporates knowledge of gravity, measurement, and inscription while commemorating victims of 911. |
| **Teacher Notes:** | |

**Standard 6: Making Connections Between the Visual Arts and Other Disciplines** **Intermediate**

**Benchmark 4: The student relates the role of artists to daily life.**

| Intermediate Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| **The student:**<br>1. compares the interrelationships between human behavior, the environment, and its materials.<br>2. explains how art influences everyday life.<br>3. participates in community-based art experiences as an artist or observer. | **The students:**<br>1. uses a Venn diagram to compare Robert Bateman's* role as artist and conservationist, and the natural subjects in his paintings.<br>2. displays art in a location devoid of art and tracks comments from people over a four to six month period. Writes a summary explaining the influence the art had on the people.<br>3. attends a community festival, such as October Fest, Cider Days, or the Renaissance Festival and prepares a report on their experience to share with the class. Report should address the interactions observed between the fine arts present within the event and the people. |
| **Teacher Notes:**<br>* Robert Bateman is an Artist in Nature, who focuses on his work both as a painter and a conservationist. | |