

Standards Covered in the WCMA Ancient Egyptian Art Module NEW YORK

VISUAL ARTS

1 Creating, Performing, and Participating in the Visual Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Elementary students:

- experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences (a)
- develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events (b)
- understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas (c)

Intermediate students:

- produce a collection of art works, in a variety of mediums, based on a range of individual and collective experiences (a)
- know and use a variety of sources for developing and conveying ideas, images, themes, symbols, and events in their creation of art (b)
- use the elements and principles of art to communicate specific meanings to others in their art work (c)
- during the creative process, reflect on the effectiveness of selected mediums or techniques to convey intended meanings (d)

Commencement students:

- create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints (a)
- create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images (b)
- demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition (c)
- reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly (d).

2 Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Students will know and use a variety of visual arts materials, techniques, and processes. Students will

know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

Elementary students:

- understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images) in order to select those that are appropriate for their purposes and intent (a)
- know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art (c)

Intermediate students:

- develop skills with a variety of art materials and competence in at least one medium (a)
- take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art (c)

Commencement students:

- select and use mediums and processes that communicate intended meaning in their art works

3 Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Students will reflect upon, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Elementary students:

- explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses (a)
- explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works (b)
- explain the themes that are found in works of visual art and how the art works are related to other forms of art (dance, music, theatre, etc.) (c)

Intermediate students:

- discuss and write their analyses and interpretations of their own works of art and the art of others, using appropriate critical language (a)
- identify, analyze, and interpret the visual and sensory characteristics that they discover in natural and human-made forms (b)
- compare the ways ideas and concepts are communicated through visual art with the various ways that those ideas and concepts are manifested in other art forms (c).
- compare the ways ideas, themes, and concepts are communicated through the visual arts in other

disciplines, and the various ways that those ideas, themes, and concepts are manifested within the discipline (d).

Commencement

- using the language of art criticism, describe the visual and functional characteristics of works of art and interpret the relationships of works of art one to another, to describe the impact of the work on the viewer (a)

4 Understanding the Cultural Dimensions and Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.

Elementary students:

- demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures (a)
- create art works that reflect a particular historical period of a culture (c).

Intermediate students:

- analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey (a)
- create art works that reflect a variety of cultural influences (c).

Commencement students:

- interpret the meaning of works and artifacts in terms of the cultures that produced them (b)
- explain how cultural values have been expressed in the visual arts, how art works have been used to bring about cultural change and how the art of a culture has been influenced by art works coming from outside that culture (c).

SOCIAL STUDIES

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea 1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Elementary students will:

- study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions

Intermediate students will:

- know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations
- know some important historic events and developments of past civilizations interpret and analyze documents and artifacts related to significant developments and events in world history

Commencement students will:

- define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Key Idea 1: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life)

Elementary students will:

- study about how people live, work, and utilize natural resources
- draw maps and diagrams that serve as representations of places, physical features, and objects

Intermediate students will:

- map information about people, places, and environments

ENGLISH LANGUAGE ARTS

Standard 1: Students will read, write, listen, and speak for **information and understanding**

As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

Standard 2: Students will read, write, listen, and speak for **literary response and expression**

Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social,

historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Students will read, write, listen, and speak for **social interaction**

Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

MATH

4.M.1 Select tools and units (customary and metric) appropriate for the length measured.

4.M.2 Use a ruler to measure to the nearest standard unit (whole, $\frac{1}{2}$ and $\frac{1}{4}$ inches, whole feet, whole yards, whole centimeters, and whole meters).

5.G.11 Identify and draw lines of symmetry of basic geometric shapes.

SCIENCE

Standard 4

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Key Idea 6: Plants and animals depend on each other and their physical environment.

Elementary students will:

- describe how plants and animals, including humans, depend upon each other and the nonliving environment