

## **Standards Covered in the WCMA Ancient Egyptian Art Module**

### **VERMONT**

#### **COMMUNICATION**

##### **Reading**

1.3 Students read for meaning, demonstrating both initial understanding and personal response to what is read.

1.4 Students comprehend and respond to a range of media, images, and text (e.g., poetry, narrative, information, technical) for a variety of purposes (e.g., reading for pleasure as well as reading to develop understanding and expertise).

##### **Writing**

1.5 Students draft, revise, edit, and critique written products so that final drafts are appropriate in terms of the following dimensions:

Purpose Intent is established and maintained within a given piece of writing.

Organization The writing demonstrates order and coherence.

Details Details contribute to development of ideas and information, evoke images, or otherwise elaborate on or clarify the content of the writing.

Voice or Tone An appropriate voice or tone is established and maintained.

1.9 In written narratives, students organize and relate a series of events, fictional or actual, in a coherent whole.

##### **Listening**

1.13 Students listen actively and respond to communications.

1.15 Students use verbal and nonverbal skills to express themselves effectively.

##### **Expression**

1.16 Students use a variety of forms, such as dance, music, theater, and visual arts, to create projects that are appropriate in terms of the following dimensions:

Skill Development Projects exhibit elements and techniques of the art form, including expression, that are appropriate to the intent of the product or performance.

Reflection and Critique Students improve upon products and performances through self-reflection and outside critique, using detailed comments that employ the technical vocabulary of the art form.

Making Connections Students relate various type of arts knowledge and skills within and across the disciplines.

Approach to Work Students safely approach their media, solve technical problems as they arise, creatively generate ideas, and cooperate with ensemble members where applicable.

##### **Information Technology/Information Literacy**

1.18 Students use computers, telecommunications, and other tools of technology to research, to gather information and ideas, and to represent information and ideas accurately and appropriately.

## **PERSONAL DEVELOPMENT STANDARDS**

3.11 Interactions. Students interact respectfully with others, including those with whom they have differences.

## **ARTS LANGUAGE AND LITERATURE**

5.1 Eras and Styles. Students demonstrate understanding of the historical eras, styles, and evolving technologies that have helped define forms and structures in the arts, language, and literature.

5.2 Times and Cultures. Students demonstrate how literature, philosophy, and works in the arts influence and reflect their time and their local and regional culture.

5.3 Universal Themes. Students discover universal themes by comparing a broad range of cultural expressions from various times and places.

5.5 Point of View. Students develop a point of view that is their own (e.g., personal standards of appreciation for the arts, language, and literature).

5.14 Responding to Media. Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

5.24 Artistic Problem Solving. Students solve visual, spatial, kinesthetic, aural, and other problems in the arts.

5.26. Analysis. Students develop and present basic analysis of works in the arts from structural, historical, economic, and cultural perspectives.

5.28 Students use art forms to communicate, showing the ability to define and solve artistic problems with insight, reason, and technical proficiency.

5.29 Students use the elements and principles of two- and three-dimensional design in the visual arts, including line, color, shape, and texture, in creating, viewing, and critiquing.

5.30 Students use a variety of visual arts media (e.g., clay, tempera, watercolor, paper mache, animation, computer-aided design, video) to show an understanding of the different properties each possesses.

## **HISTORY AND SOCIAL SCIENCES**

6.6 Students use historical methodology to make interpretations concerning history, change, and continuity.

6.7 Students use geographical knowledge and images of various places to understand the present, communicate historical interpretations, develop solutions for the problems, and plan for the future.

## **MATH**

7.7 Students use geometric and measurement concepts.

**THE LIVING WORLD**

7.13 Students understand the characteristics of organisms, see patterns of similarity and differences among living organisms, understand the role of evolution, and recognize the interdependence of all systems that support life.

**DESIGN AND TECHNOLOGY**

7.16 Students understand how natural resources are extracted, distributed, processed, and disposed of.

**B. INSTRUCTION**

B.1 Learning experiences that engage students in active learning, build on prior knowledge and experiences, and develop conceptual and procedural understanding, along with student independence.

**D. CONNECTIONS**

D.1 Learning experiences that illustrate strong connections within and across the fields of knowledge.