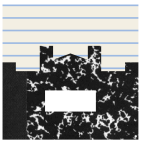


Wadsworth Atheneum Museum of Art

School and Teacher Programs



Addressing State and National Curriculum Standards

Our docent-guided visits address *Common Core State Standards*, the national curriculum guidelines adopted by the State of Connecticut. Tours also link to the standards outlined in the Connecticut State Department of Education's *Arts Curriculum Framework* from March 1998 and its *Social Studies Curriculum Framework* revised in July 2011 as well as the voluntary *National Core Arts Standards* established in 2014.

Common Core State Standards for English Language Arts

Prekindergarten–Grade 12

- Reading Standard for Informational Text: Key Ideas and Details, 1
- Reading Standard for Informational Text: Key Ideas and Details, 2
- Speaking and Listening Standard: Presentation of Knowledge and Ideas, 4

Prekindergarten–Grade 4

- Speaking and Listening Standard: Comprehension and Collaboration, 3

Prekindergarten–Grade 3

- Speaking and Listening Standard: Comprehension and Collaboration, 1b
- Speaking and Listening Standard: Comprehension and Collaboration, 2

Prekindergarten–Grade 2

- Speaking and Listening Standard: Comprehension and Collaboration, 1a

Prekindergarten–Kindergarten

- Speaking and Listening Standard: Presentation of Knowledge and Ideas, 6

Grades 1–12

- Speaking and Listening Standard: Comprehension and Collaboration, 1c

Grades 3–12

- Speaking and Listening Standard: Comprehension and Collaboration, 1d

Connecticut Visual Arts Standards

Prekindergarten–Grade 4

- Content Standard 2c: Elements and Principles: Use the elements of art and principles of design to communicate ideas.
- Content Standard 5b: Analysis, Interpretation, and Evaluation: Describe visual characteristics of works of art using visual art terminology.

Grades 3–4

- Content Standards 2a and 2b: Elements and Principles: Identify the different ways visual characteristics are used to convey ideas and describe how different expressive features, and ways of organizing them, cause different responses.
- Content Standard 5d: Analysis, Interpretation, and Evaluation: Describe their personal responses to specific works of art using visual art terminology.

Grade 4

- Content Standard 5c: Analysis, Interpretation, and Evaluation: Recognize that there are different responses to specific works of art.

Grades 5–8

- Content Standard 2b: Elements and Principles: Recognize and reflect on the effects of arranging visual characteristics in their own and others' work
- Content Standard 3b: Content: Consider and compare the sources for subject matter, symbols, and ideas in their own and others' work.
- Content Standards 5a–e: Analysis, Interpretation, and Evaluation: Compare and contrast purposes for creating works of art; describe and analyze visual characteristics of works of art using visual art terminology; compare a variety of individual responses to, and interpretations of, their own works of art and those from various eras and cultures; describe their own responses to, and interpretations of, specific works of art; and reflect on and evaluate the quality and effectiveness of their own and others' work using specific criteria (e.g., technique, formal and expressive qualities, content).

Grades 9–12

- Content Standard 2a: Elements and Principles: Judge the effectiveness of different ways of using visual characteristics in conveying ideas.
- Content Standards 4a–c: History and Cultures: Analyze and interpret art works in terms of form, cultural and historical context, and purpose; analyze common characteristics of visual arts evident across time and among cultural/ethnic groups in order to formulate analyses, evaluations, and interpretations of meaning; and compare works of art to one another in terms of history, aesthetics, and culture.
- Content Standards 5a–c: Analysis, Interpretation, and Evaluation: Research and analyze historic meaning and purpose in varied works of art; reflect critically on various interpretations to better understand specific works of art; and defend personal interpretations using reasoned argument.
- Content Standard 6a: Connections: Analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues, or themes of that period or style.

Connecticut Social Studies Standards

- 1.1 Significant events and themes in United States history
- 1.2 Significant events in local and Connecticut history and their connections to United States history
- 1.3 Significant events and themes in world history/international studies
- 1.5 Interaction of humans and the environment
- 1.13 The characteristics of and interactions among culture, social systems, and institutions
- 2.1 Access and gather information from a variety of primary and secondary sources
- 2.2 Interpret information from a variety of primary and secondary sources
- 3.1 Use evidence to identify, analyze, and evaluate historical interpretations

National Core Arts Standards for the Visual Arts

Anchor Standard for Presenting

- 6: Convey meaning through the presentation of artistic work

Anchor Standards for Responding

- 7: Perceive and analyze artistic work
- 8: Interpret intent and meaning in artistic work

Anchor Standard for Connecting

- 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

To request a list of state and national curriculum standards addressed through our other programs, please e-mail teachers@wadsworthatheneum.org.