

2006
OHIO ACADEMIC
CONTENT
STANDARDS
Art
GRADE NINE
In PocketMod format

Historical, Cultural and Social Contexts (art history)
 Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.

Benchmark A: Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.

1. Discuss the roles of visual art forms within social contexts.
2. Explain the relationship of a selected work of art to the time period in which it was created.
3. Research and describe the cultural values in various traditions that influence contemporary art media.

Benchmark B: Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.

4. Compare and contrast the stylistic characteristics of visual art from one historical period with those of the previous time period.

Benchmark C: Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.

5. Connect a variety of contemporary art forms, media and styles to their cultural, historical and social origins.
6. Explain how art history interrelates with the study of aesthetics, criticism and art making

Benchmark D: Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.

7. Analyze major changes to selected artistic styles in art history and determine the historical, social, political or artistic factors that influenced the change.

Creative Expression and Communication (Studio)
 Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.

Benchmark A: Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.

1. Demonstrate perceptual skill when drawing from direct observation.

Benchmark B: Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.

2. Use available technology (e.g., digital imagery, video and computer graphics) as a tool to explore art techniques and to express ideas .
3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects.

Benchmark C: Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.

4. Explain artistic processes from conceiving an idea to completing a work of art.
5. Develop criteria for assessing the quality of their artworks

Analyzing and Responding (Art Criticism)
 Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.

Benchmark A: Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.

1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett).
2. Explain how form and media influence artistic decisions.

Benchmark B: Explain how form, subject matter and context contribute to meanings in works of art.

3. Research and describe the work of an artist on the basis of how the artist's choice of media and style contribute to the meaning of the work.

Benchmark C: Critique own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.

4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art.
5. Analyze and describe the visual aspects of their own artworks and the work of others.

Valuing the Arts/Aesthetic Reflection (Aesthetics)
 Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.

Benchmark A: Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.

1. Distinguish the aesthetic qualities in works of art and determine how the artist achieved the effect.

Benchmark B: Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.

2. Demonstrate logical reasoning when arguing the merit of a selected work of art and discuss the arguments put forward by others.

Benchmark C: Judge the merit of selected artworks and provide the aesthetic basis for their positions.

3. Research and explain various aesthetic theories in visual art.
4. Identify various sources for published reviews of artworks and use them to analyze and understand different aesthetic perspectives.

How to Fold
 1. Fold paper in half the short way (or "like a hamburger")
 2. Cut along middle line (the dotted one) about halfway down, or until you get to the solid line.
 3. Fold the ends up along the solid line, so the paper looks like the letter "W" from the edge.
 4. Unfold the fold you just made.
 5. Fold the middle of the "W" so that each half falls opposite the other.
 6. fold in half along the cut you made.
 7. Last, fold in half again so that the one that says Grade Nine-Art) is on the front.
 You're done! Hope you find this helpful!

Content Standards are accessible online at:
[http://www.ode.state.oh.us/academic_content_standards/w](http://www.ode.state.oh.us/academic_content_standards/word/VisualStandards09-272.doc)
 as a Microsoft word document available for download.
 Pocketmod arranged by Keagan O'Mara
 Check out my website for more cool stuff:
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 for more information on what a pocketmod is, or too see instructions on how to fold, visit:
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 Notes:

(Connections to other areas)
 Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.
Benchmark A: Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism or postmodernism) on the development of visual art.
 1. Survey various art theories or movements and make a presentation
 (e.g., oral, written, visual or multimedia) to explain one of them.
Benchmark B: Formulate and solve a visual art problem using strategies and compare how visual art is used in a musical, theatre or dance production.
 3. Research and provide examples that show the relationship of visual art to other subjects in the curriculum (e.g., English language arts, mathematics, social studies and science).
Benchmark C: List and explain opportunities for lifelong involvement in the visual arts
 4. Research and report on careers in the visual arts and identify the experience, education and training needed for each one.
 5. Investigate opportunities for lifelong involvement in the arts and arts-related careers.