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.