



INDIANAPOLIS MUSEUM OF ART
VIRGINIA B. FAIRBANKS ART & NATURE PARK
OLDFIELDS – LILLY HOUSE & GARDENS

INDIANA ACADEMIC STANDARDS RELATED TO *THINKING THROUGH ART* UTILIZING THE VTS

KINDERGARTEN

English/ Language Arts:

- K.7.2 Share information and ideas, speaking in complete, coherent sentences
- K.7.3 Describe people, places, things (including their size, color and shape), locations and actions.

Mathematics:

- K.3.1 Identify, sort and classify objects by size, number and other attributes. Identify objects that do not belong to a particular group.
- K.4.1 Identify and describe common geometric objects: circle, triangle, square, rectangle and cube.
- K.4.3 Identify and use the terms: inside, outside, between, above and below.
- K.5.1 Make direct comparisons of the length, capacity, weight and temperature of objects and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler and holds more.
- K.6.1 Explain the reasoning used with concrete objects and pictures.

Science:

- K.6.1 Describe an object by saying how it is similar to or different from another object.

Social Studies:

- K.3.1 Use words related to location, direction, and distance, including here/ there, over/ under, left/ right, and up/ down.

Visual Arts:

- K.1.3 Identify simple icons and subject matter in works of art.
- K.3.1 Describe sensory, formal, technical, and expressive properties in works of art.
- K.3.2 Speculate on meaning in a work of art based on personal response and properties in the work.
- K.5.1 Demonstrate curiosity and personal insight through observing and reflecting on a work of art.



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1ST GRADE

English/ Language Arts:

- 1.7.1 Listen attentively.
- 1.7.5 Use descriptive words when speaking about people, places, things and events.
- 1.7.9 Provide descriptions with careful attention to sensory detail.
- 1.7.10 Use visual aids, such as pictures and objects, to present oral information.

Mathematics:

- 1.4.1 Identify, describe, compare, sort and draw triangles, rectangles, squares and circles.
- 1.4.2 Identify objects as two-dimensional or three-dimensional
- 1.4.3 Arrange and describe objects in space by position and direction: near, far, under, over, up, down, behind, in front of, next to, to the left or right of.

Science:

- 1.2.6 Describe and compare objects in terms of number, shape, texture, size, weight, color and motion.

Social Studies:

- 1.5.4 Demonstrate the importance of treating others as they would wish to be treated and practice ways of resolving differences peacefully.

Visual Arts:

- 1.3.2 Speculate on meaning in works of art and support answers with personal response, properties found in the work, and background information.
- 1.5.1 Observe and reflect on a work of art and share personal responses with peers; demonstrate curiosity.



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2ND GRADE

English/ Language Arts:

- 2.7.9 Report on a topic with supportive facts and details.
- 2.7.10 Recount experiences or present stories that:
- Move through a logical sequence of events
 - Describe story elements, including characters, plot and setting

Mathematics:

- 2.4.5 Recognize geometric shapes and structures in the environment and specify their locations.

Science:

- 2.1.3 Describe, both in writing and verbally, objects as accurately as possible and compare observations to those of other people.
- 2.1.4 Demonstrate the ability to work in a team but still reach and communicate one's own conclusions about findings.

Visual Arts:

- 2.3.1 Describe sensory, formal, technical and expressive properties in works of art.
- 2.3.2 Speculate on meaning in works of art based on personal response, properties in the work, and background information.
- 2.5.1 Construct personal meaning through critical inquiry into a work of art and listen to alternative responses of others.



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3RD GRADE

English/ Language Arts:

- 3.7.2 Connect and relate experiences and ideas to those of a speaker
- 3.7.3 Answer questions completely and appropriately
- 3.7.14 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things or experiences.

Mathematics:

- 3.4.2 Identify, describe and classify: cube, sphere, prism, pyramid, cone and cylinder
- 3.4.10 Recognize geometric shapes and their properties in the environment and specify their locations.

Science:

- 3.1.5 Demonstrate the ability to work cooperatively while respecting the ideas of others and communicating one's own conclusions about findings.

Social Studies:

- 3.5.3 Examine the contributions of individual artists (painters, sculptors, writers, musicians, and traditional artists) in enriching the culture of the community.

Visual Arts:

- 3.1.1 Identify visual clues in a work of art and artifacts that reflect characteristics of a given culture and speculate on where, when, and by whom the work was made.
- 3.2.3 Describe clues in a work of art or artifact that determine if the work is old or new.
- 3.3.1 Identify and describe sensory, formal, technical, and expressive properties in the work.
- 3.3.2 Construct meaning in works of art based on personal response, properties found in the work and background information about the work.
- 3.5.1 Respond to a work of art and examine alternate responses of peers to discriminate between statements of fact and those of opinion.



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4TH GRADE

English/ Language Arts:

- 4.7.4 Give precise directions and instructions
- 4.7.8 Use details, examples, anecdotes, or experiences to explain or clarify information.
- 4.7.9 Engage the audience with appropriate words, facial expressions and gestures.

Mathematics:

- 4.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
- 4.7.9 Decide whether a solution is reasonable in the context of the original situation.

Science:

- 4.2.6 Support statements with facts found in print and electronic media, identify sources used, and expect others to do the same.
- 4.2.7 Identify better reasons for believing something that, “Everybody knows that...” or “I just know” and discount such reasons when given by others.

Visual Arts:

- 4.3.1 Analyze sensory, formal, technical and expressive properties of a work of art.
- 4.3.2 Construct meaning based on properties found in the work, personal response, and research on the work and its context.
- 4.5.1 Personally respond to a work of art and examine alternate responses from peers to form a logical hypothesis.
- 4.5.2 Discuss and raise questions about the nature of art, reflect on these discussions, defend personal viewpoints.



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5TH GRADE

English/ Language Arts:

- 5.7.3 Make inferences or draw conclusions based on an oral report.
- 5.7.5 Clarify and support spoken ideas with evidence and examples.
- 5.7.6 Use volume, phrasing, timing and gesturing appropriately to enhance meaning
- 5.7.7 Identify, analyze and critique persuasive techniques, including promises, dares, flattery and generalities; identify faulty reasoning used in oral presentations and media messages.
- 5.7.9 Deliver narrative presentations that:
- Establish a situation, plot, point of view and setting with descriptive words and phrases.
 - Show, rather than tell, the listener what happens.

Mathematics:

- 5.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
- 5.7.9 Decide whether a solution is reasonable in the context of the original situation.

Science:

- 5.2.4 Keep a notebook to record observations and be able to distinguish inferences from actual observations.

Visual Arts:

- 5.3.1 Analyze sensory, formal, technical and expressive properties of a work of art.
- 5.3.2 Construct meaning based on properties found in the work, personal response, and background information on the context of the work.
- 5.5.1 Identify problems or puzzles in a work of art or aesthetic issue, construct a hypothesis, and evaluate alternate hypotheses.



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6TH GRADE

English/ Language Arts:

- 6.7.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message and vocal modulation to the audience.
- 6.7.5 Emphasize important points to assist the listener in following the main ideas and concepts.
- 6.7.7 Use effective timing, volume, tone and alignment of hand and body gestures to sustain audience interest and attention.
- 6.7.13 Deliver persuasive presentations that:
- Provide a clear statement of the position.
 - Include relevant evidence.
 - Offer a logical sequence of information.
 - Engage the listener and try to gain acceptance of the proposition or proposal.

Mathematics:

- 6.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
- 6.7.10 Decide whether a solution is reasonable in the context of the original situation.

Science:

- 6.1.3 Recognize and explain that hypotheses are valuable even if they turn out not to be true if they lead to fruitful investigations.

Social Studies:

- 6.5.7 Examine art, music literature in Europe and the Americas; explain their relationship to the societies that created them; and give examples of how artistic ideas have spread from one culture to another.
- 6.5.9 Examine artifacts, including documents, from other cultures to determine their use and significance.

Visual Arts:

- 6.3.1 Analyze the artist's use of sensory, formal, technical and expressive properties in a work of art for meaning.
- 6.3.2 Construct meaning and well-developed interpretations of works of art with evidence from the work, personal response and research.
- 6.5.1 Identify problems or puzzles in a work of art or aesthetic issue, construct a well-reasoned hypothesis, and evaluate the adequacy of alternate hypotheses.



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MIDDLE SCHOOL/ JUNIOR HIGH

ENGLISH/ LANGUAGE ARTS

- 7.7.2 Determine the speaker's attitude toward a project.
- 7.7.4 Arrange supporting details, reasons, descriptions and examples effectively.
- 7.7.5 Use speaking techniques...for effective presentations.
- 7.7.11 Deliver persuasive presentations that:
- State a clear position in support of an argument or proposal .
 - Describe the points in support of the proposal and include supporting evidence.
- 8.7.2 Match the message, vocabulary, voice modulation, expression and tone to the audience and purpose.
- 8.7.6 Use feedback, including both verbal and nonverbal cues, to reconsider and modify the organizational structure and/ or to rearrange words and sentences for clarification of meaning.
- 8.7.9 Interpret and evaluate the way visual image makers communicate information and affect impressions and opinions.
- 8.7.13 Deliver persuasive presentations that...anticipate and effectively answer listener concerns and counter-arguments through the inclusion and arrangement of details, reasons, examples and other elements.

VISUAL ARTS

- 7.3.1 Analyze the artist's use of sensory, formal, technical and expressive properties in a work of art.
- 7.3.2 Construct meaning and support well-developed interpretations of the work with personal response, research, and properties found in the work.
- 7.5.1 Refine personal response to a work of art, identify problems or puzzles, and form hypotheses or well-supported viewpoints.
- 7.6.2 Present logical defense of personal viewpoints or preferences in art.
- 8.3.1 Analyze artist's use of sensory, formal, technical and expressive properties in a work of art.
- 8.3.2 Construct meaning and support well-developed interpretations of the work with personal response, research, properties found in the work.
- 8.5.1 Demonstrate thoughtful reflection, identify problems or puzzles in art, form hypotheses, and judge the adequacy of alternative hypotheses.
- 8.6.2 Present logical defense of personal viewpoints or preferences in art.



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MIDDLE SCHOOL/ JUNIOR HIGH

MATHEMATICS

Learning Skills – Communication

The ability to read, write, listen, ask questions, think and communicate about math will develop and deepen students' understanding of mathematical concepts...

Learning Skills – Reasoning and Proof

Mathematics is developed by using known ideas and concepts to develop others...Students should learn to observe, generalize, make assumptions from known information and test their assumptions.

Learning Skills – Connections

Connecting mathematical concepts includes linking new ideas to related ideas learned previously, helping students to see mathematics as a unified body of knowledge whose concepts build upon each other.

SCIENCE

- 7.1.4 Describe that different explanations can be given for the same evidence, and it is not always possible to tell which one is correct without further inquiry.
- 8.1.1 Recognize that and describe how scientific knowledge is subject to modification as new information challenges prevailing theories and as a new theory leads to looking at old observations in a new way.
- 8.2.7 Participate in group discussions on scientific topics by restating or summarizing accurately what others have said, asking for clarification or elaboration, and expressing alternative positions.
- 8.2.10 Identify and criticize the reasoning in arguments in which fact and opinion are intermingled or the conclusions do not follow logically from the evidence given, an analogy is not apt, ...

SOCIAL STUDIES

- 8.1.28 Identify, evaluate and distinguish between fact and opinion in a variety of information resources...



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HIGH SCHOOL

ENGLISH/ LANGUAGE ARTS

- 9.7.6 Analyze the occasion and interests of the audience and choose effective verbal and nonverbal techniques for presentations.
- 9.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.
- 9.7.11 Evaluate the clarity, quality, effectiveness and general coherence of a speaker's important points, arguments, evidence...
- 9.7.18 Deliver persuasive arguments that...clarify and defend positions with precise and relevant evidence...

- 10.7.6 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques...for presentations.
- 10.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.
- 10.7.11 Evaluate the clarity, quality, effectiveness and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words and use of language
- 10.7.18 Deliver persuasive arguments...that...clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs and logical reasoning.

- 11.7.4 Use logical, ethical and emotional appeals that enhance specific tone and purpose.
- 11.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity and technical language for specificity.
- 11.7.11 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers.
- 11.7.14 Analyze the four basic types of persuasive speech...and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning and proof.

- 12.7.3 Distinguish between and use various forms of logical arguments...
- 12.7.4 Use logical, ethical and emotional appeals that enhance a specific tone and purpose
- 12.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity and technical language for specificity.
- 12.7.14 Analyze the four basic types of persuasive speech...and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning and proof.



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HIGH SCHOOL

MATHEMATICS

Learning Skills – Communication

The ability to read, write, listen, ask questions, think and communicate about math will develop and deepen students' understanding of mathematical concepts...

Learning Skills – Connections

Connecting mathematical concepts includes linking new ideas to related ideas learned previously, helping students to see mathematics as a unified body of knowledge whose concepts build upon each other.

SCIENCE – ALL SUBJECTS

The Nature of Science and Technology – Supporting Theme 1

...In order for students to truly understand the nature of science and technology, they must model the process of scientific investigation through inquiries, fieldwork, lab work, etc. Through these experiences, students will practice designing investigations and experiments, making observations, and formulating theories based on evidence.

Scientific Thinking – Supporting Theme 2

There are certain kinds of thinking skills associated with science, mathematics, and technology that young people need to develop during their school years. These are mostly, but not exclusively, mathematical and logical skills that are essential tools for both formal and informal learning and for a lifetime of participation in society as a whole. Good communication is also essential in order to both receive information and disseminate it; to understand others' ideas as well as have one's own ideas understood...

SOCIAL STUDIES

- WH.11.1 Locate and analyze primary and secondary sources presenting different perspectives on events and issues of the past.
- WG.4.10 Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States.
- USH.9.1 Locate and analyze primary and secondary sources presenting different perspectives on events and issues of the past.
- S.1.8 Identify, evaluate and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.
- S.2.12 Demonstrate democratic approaches to managing disagreements and resolving conflicts.



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HIGH SCHOOL

VISUAL ARTS

- H.3.2 PROFICIENT: Construct well-supported interpretations of works of art using problem solving and critical inquiry (reflecting on various interpretations, evidence presented in the work and its cultural context).
ADVANCED: Construct insightful, convincing interpretations of works of art by identifying problematic features, forming theories, and evaluating alternative theories.
- H.4.2 PROFICIENT: Demonstrate the ability to make informed judgments about the characteristics, functions, meaning and purpose of art and artifacts, and defend these judgments.
ADVANCED: Demonstrate the ability to make convincing, informed judgments about the characteristics, functions, meaning and purpose of art and artifacts, and present well-supported defenses of these judgments.
- H.5.1 PROFICIENT: Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses.
ADVANCED: Demonstrate reflection and sustained attention to complex problems in works of art by articulating well-supported hypotheses and judging the adequacy of other hypotheses.

FOREIGN LANGUAGES (MODERN LANGUAGES)

- 1.4.5 Recognize cultural differences, e.g. dress foods, dwellings, gestures, concept of time, holiday celebrations.
- 1.7.2 Extract identified information from selected authentic sources.
- 1.11.1 Express interest in various aspects of the foreign culture.
- 2.5.2 Demonstrate an awareness of the foreign culture's artistic expression.
- 2.5.4 Identify simple themes, ideas, and perspectives of the culture evidenced through geography, history and artistic expression.
- 3.6.3 Transfer knowledge and understanding of the basic elements of art to the study of the foreign culture.
- 4.5.1 Describe various aspects of culture, including major historical events, political structures, visual arts, architecture, literature, and music.
- 4.7.4 Analyze authentic sources to gain cultural information.
- 5.6.1 Interpret information, integrate and apply skills from other disciplines to the foreign language classroom.



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NOTES ABOUT APPLYING STANDARDS IN GRADES K-5

- The lists of standards provided in this document for each grade level and subject were assigned based on using the VTS, as described in materials provided by VUE (Visual Understanding in Education) to discuss works of art from the VUE curriculum for grades K-5, which include examples from a variety of cultures, time periods and geographical locations.
- Many other Indiana Academic Standards may be applicable based on the content of the resulting discussions directly related to subject-specific topics.
- Writing in relationship to image discussions as described in VUE materials will also meet additional Indiana Academic Standards not listed in this document. All the English/ Language Arts standards assigned here are based on discussions only.



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NOTES ABOUT APPLYING STANDARDS IN MIDDLE AND HIGH SCHOOL

- The lists of standards provided in this document for each grade level and subject were assigned based on using the VTS, as described in materials provided by VUE (Visual Understanding in Education) to discuss any work of art to support classroom topics, themes or ideas. It is assumed that over the course of the year images will vary to include many cultures, time periods and geographic locations.
- Many other Indiana Academic Standards may be applicable based on the content of the resulting discussions directly related to subject-specific topics and can be enhanced to complement the curriculum through careful image selection.
- Writing in relationship to image discussions as described in VUE materials will also meet additional Indiana Academic Standards not listed in this document. All the English/ Language Arts standards assigned here are based on discussions only.