

**Pine City Junior Senior High School
Career and College Readiness Core Standards
Grade 9-10 Benchmarks**

Course: Art Exploration

Teacher: Kotsmith

Anchor Standard	Benchmark (Informational Text)	Classroom Applications of Standard Benchmarks
<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Students will infer why some Egyptians paintings were larger than others. Students will cite that larger figures were of higher rank in society than smaller. (The Visual Experience Text, Chapter 15)</p>
<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Students will read the portrait packet “The Key to Realistic Portraits” and conclude that there are many crucial steps in creating a self-portrait such as proper proportions, identifying the light source, and shading.</p>
<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced, and the connections that are drawn between them.</p>	<p>Students will analyze how art history changes over time by comparing the early Gothic jamb sculptures to Donatello’s St. Mark statue of the Renaissance era. (The Visual Experience Text, Pages 425 - 427.)</p>

<p>4. Interpret words and phrases as they are used in a text; including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning and tone.</p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>Students will determine the dual meaning of the term “value.” They will interpret the art term “value” to mean the lightness and darkness within a picture. (Elements packet, page 6)</p>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or a chapter).</p>	<p>Students will analyze how artwork created in one movement relates to the next. Example: Students will compare Ruben’s <i>The Holy Family</i> painting to Kirschner’s <i>Street Berlin</i>. (The Visual Experience, Chapter 15 pages 446 & 458)</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>Students will assess how each successive art movement in the lesson responded to the previous one in regard to style, representing the natural environment, choice of subject matter and artists’ intent. (The Visual Experience, Page 455)</p>
<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is sufficient; identify false statements and fallacious reasoning</p>	<p>Students will describe, analyze, and interpret a Neoclassical painting and then evaluate it’s successes based on the first 3 steps. (The Visual Experience, Page 433)</p>

****Benchmarks assessed at classroom level only are not included on this graphic organizer.***