

California Paintings

Supported Standards

California Paintings is an interdisciplinary school visit program that addresses connections between art and language arts. We are happy to work with teachers to identify ways that they can connect classroom content to *California Paintings*, or assess student outcomes.

Any art museum field trip can support, not fulfill, content standards. However, a visit to an art museum provides a foundational experience that can launch a curriculum or bring a classroom concept to life, helping students make meaningful connections between academic subjects.

We are able to adapt *California Paintings* to second through fifth grade, but have focused on third through fifth grade standards in this document.

Please email education@montereyart.org with your specific questions about how *California Paintings* supports classroom standards.

Third Grade Standards

English Language Arts College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration:

- CCSS.ELA-LITERACY.CCRA.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.CCRA.SL.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

- CCSS.ELA-LITERACY.CCRA.SL.4
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.CCRA.SL.6
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Visual and Performing Arts: Visual Arts Content Standards

1.0 Artistic Perception:

- 1.3 Identify and describe how foreground, middle ground, and background are used to create the illusion of space.
- 1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.

2.0 Creative Expression:

3.0 Historical and Cultural Context:

- 3.2 Identify artists from his or her own community, county, or state and discuss local or regional art traditions.

4.0 Aesthetic Valuing:

- 4.2 Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them.
- 4.3 Select an artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.

5.0 Connections, Relationships, and Applications:

- 5.3 Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas.

4th Grade Standards

English Language Arts College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration:

- CCSS.ELA-LITERACY.SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.4.1.B
Follow agreed-upon rules for discussions and carry out assigned roles.
- CCSS.ELA-LITERACY.SL.4.1.C
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- CCSS.ELA-LITERACY.SL.4.1.D
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- CCSS.ELA-LITERACY.SL.4.3
Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas:

- CCSS.ELA-LITERACY.SL.4.4
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Visual and Performing Arts: Visual Arts Content Standards

1.0 Artistic Perception:

- 1.1 Perceive and describe contrast and emphasis in works of art and in the environment.

- 1.2 Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.
- 1.5 Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.

2.0 Creative Expression:

- 2.6 Use the interaction between positive and negative space expressively in a work of art.
- 2.7 Use contrast (light and dark) expressively in an original work of art.

3.0 Historical and Cultural Context:

- 3.1 Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture).
- 3.2 Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage.

4.0 Aesthetic Valuing:

- 4.1 Describe how using the language of the visual arts helps to clarify personal responses to works of art.
- 4.2 Identify and describe how a person's own cultural context influences individual responses to works of art.
- 4.3 Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.
- 4.4 Identify and describe how various cultures define and value art differently.
- 4.5 Describe how the individual experiences of an artist may influence the development of specific works of art.

Fifth Grade Standards

English Language Arts College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration:

- CCSS.ELA-LITERACY.SL.5.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.5.1.B
Follow agreed-upon rules for discussions and carry out assigned roles.
- CCSS.ELA-LITERACY.SL.5.1.C
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- CCSS.ELA-LITERACY.SL.5.1.D
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- CCSS.ELA-LITERACY.SL.5.3
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas:

- CCSS.ELA-LITERACY.SL.5.4
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-LITERACY.SL.5.6
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 [here](#) for specific expectations.)

Visual and Performing Arts: Visual Arts Content Standards

1.0 Artistic Perception:

- 1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.
- 1.2 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.
- 1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.

2.0 Creative Expression:

- 2.4 Create an expressive abstract composition based on real objects.
- 2.7 Communicate values, opinions, or personal insights through an original work of art.

3.0 Historical and Cultural Context:

- 3.1 Describe how local and national art galleries and museums contribute to the conservation of art.

4.0 Aesthetic Valuing:

- 4.1 Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.