



THE CLEVELAND MUSEUM OF ART

**Distance Learning Programs
with New York State Learning Standards**



**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

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A is for Animal

Grades K-1

This lively 30 minute videoconference introduces young viewers to animals found in sculpture and paintings at The Cleveland Museum of Art. Students will learn how and why animals are important to different cultures. As a culminating activity in the classroom, students will brainstorm to create their own griffin-like animal.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences. Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses.

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SUBJECT	LEVEL	STANDARD	KEY IDEA	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures.
				Create art works that show the influence of a particular culture.

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A is for Apple A is for Art

Grades K-1

This highly interactive twenty-five minute lesson introduces kindergartners to three celebrated artists: Renoir, Picasso and Matisse. Using colorful paintings from the CMAs permanent collection, students find apples or other fruit in each painting. They then discover how artists use a variety of colors to convey the apples appearance. After examining a real apple under different lighting conditions students begin to see how light affects the apples form. A post-videoconference activity of drawing apples using highlights and shadows offers students a rewarding classroom exhibition of their own artwork.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences.
				Understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas.
				Reveal through their own art work understanding of how art mediums and techniques influence their creative decisions.
				Identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works.

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Visual Arts	Elementary	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works.

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African Art: The Secular and The Supernatural

Grades 7-12

This program compares ritual and royal objects from the Yoruba and Edo peoples of Nigeria to learn how their rulers maintain worldly authority with the assistance of supernatural forces. Students will delight in examining a colorful beaded crown which empowers a Yoruba ruler and a three hundred year old bronze sculpture which establishes legitimacy for an Edo king. These and other stunning objects introduce divination, mythology and communication with ancestors to your class.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Use the elements and principles of art to communicate specific meanings to others in their art work.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures.

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Visual Arts	Commencement	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Create art works in which they use and evaluate different kinds of medium, subjects, themes, symbols, metaphors, and images.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey.
Social Studies	Intermediate	Standard 2 - World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history.
				Classify historic information according to the type of activity or practice: social/cultural, political, economic, geographic, scientific, technological, and historic.

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Social Studies	Intermediate	Standard 2 - World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations.
	Commencement	Standard 2 - World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
		Standard 2 - World History	The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices.
English Language Arts	Grade 7	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources to acquire information.
	Grade 8	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources independently to acquire information.
	Grade 9	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.
	Grade 10	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.

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English Language Arts	Grade 11	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, and academic library resources for information and research.
	Grade 12	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, academic, and special library resources for information and research.

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L'Art de L'Afrique

Grades 9-12

Former French colonies in Africa have a rich and complex history. Explore the traditional arts of selected countries such as Mali, The Democratic Republic of Congo and The Cote d'Ivoire in this lesson suitable for any class studying African culture and/or French.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Create art works in which they use and evaluate different kinds of medium, subjects, themes, symbols, metaphors, and images.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey.

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Social Studies	Commencement	Standard 2 - World History	Establishing time frames, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective.
			Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
			The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices.
			Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources) and, human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life).	Understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
		Standard 3 - Geography	Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (Adapted from: The National Geography Standards, 1994: Geography for Life).	Locate and gather geographic information from a variety of primary and secondary sources (Taken from National Geography Standards, 1994).
Languages Other Than English	Checkpoint B	Standard 2 - Students will develop cross-cultural skills and understandings.	Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.	Exhibit more comprehensive knowledge of cultural traits and patterns
				Draw comparisons between societies

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Languages Other Than English	Checkpoint B	Standard 2 - Students will develop cross-cultural skills and understandings.	Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.	Recognize that there are important linguistic and cultural variations among groups that speak the same target language
				Understand how words, body language, rituals, and social interactions influence communication
English Language Arts	Grade 9	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.
	Grade 10	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.
	Grade 11	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, and academic library resources for information and research.
	Grade 12	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, academic, and special library resources for information and research.

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African Masks

Grades 2-5

Learn why African artists use animals as points of reference in mask making and how masks are used in ceremonies. Students compare the differences and similarities between African and American masks in terms of materials, and roles in life and seasonal cycles.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences. Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses.
Visual Arts	Elementary	Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures.

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Visual Arts	Elementary	Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Create art works that show the influence of a particular culture.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will know dances from many cultures and times and recognize their relationship to various cultural, social, and historic contexts. Students will recognize that dance is performed in many different cultural settings and serves many functions in diverse societies.	Explain the settings and circumstances in which dance is found in their lives and those of others, both past and present.
Social Studies	Elementary	Standard 2 – World History	Establishing time frames, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Distinguish between past, present, and future time periods.
			Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities.
			The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.
			The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses. Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.
Social Studies	Elementary	Standard 3 - Geography	Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources) and, human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life).	Locate places within the local community, State, and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians. (Adapted from National Geography Standards, 1994).

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Social Studies	Elementary	Standard 3 - Geography	Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (Adapted from: The National Geography Standards, 1994: Geography for Life).	Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places (Adapted from National Geography Standards, 1994).
English Language Arts	Grade 2	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Identify and interpret facts taken from maps, graphs, charts, and other visuals, with assistance
	Grade 3	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Identify and interpret facts taken from maps, graphs, charts, and other visuals

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America’s Story Through Art Series

Grades 9-12

By examining American art and artifacts from the CMA’s collection, this series promotes discussion on America’s national character and heritage. All lessons, developed by teams of teachers, are accompanied by reinforcement materials specifically designed to foster critical thinking skills.

America’s Story Through Art ~ Lesson 1: America Emerging - 1700’s

Developing American identity, folk art, the influence of the Age of Reason, the effect of the mercantilist economy, and underlying causes of the Revolution.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain the visual and other sensory qualities in art and nature and their relation to the social environment. Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Examine works of art and artifacts from United States cultures and place them within a cultural and historical context.

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Social Studies	Commencement	Standard 1 - History of the United States and New York	Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	<p>Research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States).</p> <p>Prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history.</p>
		Standard 5 - Civics, Citizenship, and Government	The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for Civics and Government, 1994).	Trace the evolution of American values, beliefs, and institutions.
English Language Arts	Grade 9	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.

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English Language Arts	Grade 9	Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Write original literary texts - use elements of literary text, such as plot, character, setting, dialogue, conflict, and suspense, to engage the reader - maintain consistent point of view, including first-person, third-person, or omniscient narrator - create a personal voice
		Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.
	Grade 10	Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Write interpretive and responsive essays of approximately three pages to - express judgments and support them through references to the text, using direct quotations and paraphrase...
		Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, and academic library resources for information and research.
	Grade 11	Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Write interpretive and responsive essays of approximately three to five pages to - express judgments and support them through references to the text, using direct quotations and paraphrase...
		Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, academic, and special library resources for information and research.
	Grade 12	Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Write interpretive and responsive essays of approximately five pages to - express judgments and support them through references to the text, using direct quotations and paraphrase...
		Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, academic, and special library resources for information and research.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

America’s Story Through Art ~ Lesson 2: America Expanding - 1801-1861

Frontier life, the results and impact of westward expansion, landscape painting, Jacksonian democracy and genre art.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain the visual and other sensory qualities in art and nature and their relation to the social environment. Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Examine works of art and artifacts from United States cultures and place them within a cultural and historical context.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Social Studies	Commencement	Standard 1 - History of the United States and New York	Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States).
			Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history.
		Standard 5 - Civics, Citizenship, and Government	The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for Civics and Government, 1994).	Trace the evolution of American values, beliefs, and institutions.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
English Language Arts	Grade 9	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.
		Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Write original literary texts - maintain consistent point of view, including first-person, third-person, or omniscient narrator - create a personal voice
	Grade 10	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.
		Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Write interpretive and responsive essays of approximately three pages to - express judgments and support them through references to the text, using direct quotations and paraphrase...
	Grade 11	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, and academic library resources for information and research.
		Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Write interpretive and responsive essays of approximately three to five pages to - express judgments and support them through references to the text, using direct quotations and paraphrase...
	Grade 12	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, academic, and special library resources for information and research.
		Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Write interpretive and responsive essays of approximately five pages to - express judgments and support them through references to the text, using direct quotations and paraphrase...

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

America’s Story Through Art ~ Lesson 3: America Transforming - 1860-1918

Momentous social changes brought about by urbanization, industrialization, immigration and technological inventions.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain the visual and other sensory qualities in art and nature and their relation to the social environment. Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Examine works of art and artifacts from United States cultures and place them within a cultural and historical context.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Social Studies	Commencement	Standard 1 - History of the United States and New York	Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	<p>Research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States).</p> <p>Prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history.</p>
		Standard 4 - Economics	The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.	<p>Define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems.</p> <p>Understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits.</p> <p>Understand the roles in the economic system of consumers, producers, workers, investors, and voters.</p>
		Standard 5 - Civics, Citizenship, and Government	The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for Civics and Government, 1994).	Trace the evolution of American values, beliefs, and institutions.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
English Language Arts	Grade 9	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.
		Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Write original literary texts - maintain consistent point of view, including first-person, third-person, or omniscient narrator - create a personal voice
	Grade 10	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.
		Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Write interpretive and responsive essays of approximately three pages to - express judgments and support them through references to the text, using direct quotations and paraphrase...
	Grade 11	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, and academic library resources for information and research.
		Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Write interpretive and responsive essays of approximately three to five pages to - express judgments and support them through references to the text, using direct quotations and paraphrase...
	Grade 12	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, academic, and special library resources for information and research.
		Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Write interpretive and responsive essays of approximately five pages to - express judgments and support them through references to the text, using direct quotations and paraphrase...

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

America’s Story Through Art ~ Lesson 4: America Enduring - 1913-1945

Unprecedented prosperity, The Great Depression, ensuing social and political change during the inter-war period, reaction to European influence: Regionalism.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain the visual and other sensory qualities in art and nature and their relation to the social environment. Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Examine works of art and artifacts from United States cultures and place them within a cultural and historical context.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Social Studies	Commencement	Standard 1 - History of the United States and New York	Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States).
			Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history.
		Standard 4 - Economics	The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.	Define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems.
				Understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits.
				Understand the roles in the economic system of consumers, producers, workers, investors, and voters.
		Standard 5 - Civics, Citizenship, and Government	The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for Civics and Government, 1994).	Trace the evolution of American values, beliefs, and institutions.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
English Language Arts	Grade 9	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.
		Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Write original literary texts - maintain consistent point of view, including first-person, third-person, or omniscient narrator - create a personal voice
	Grade 10	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.
		Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Write interpretive and responsive essays of approximately three pages to - express judgments and support them through references to the text, using direct quotations and paraphrase...
	Grade 11	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, and academic library resources for information and research.
		Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Write interpretive and responsive essays of approximately three to five pages to - express judgments and support them through references to the text, using direct quotations and paraphrase...
	Grade 12	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, academic, and special library resources for information and research.
		Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Write interpretive and responsive essays of approximately five pages to - express judgments and support them through references to the text, using direct quotations and paraphrase...

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

America’s Story Through Art ~ Lesson 5: America Diversifying: 1945-2000

The empowerment of various segments of American society from the post-war period and beyond forms the major focus for this lesson. Students will be asked to discuss such themes as civil rights, changing gender roles, the rise of the consumer, the decline of social hierarchy and the impact of technology on American life and art. An in-program viewing guide provides an activity for students to design their own symbols for these developments.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain the visual and other sensory qualities in art and nature and their relation to the social environment. Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Examine works of art and artifacts from United States cultures and place them within a cultural and historical context.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Social Studies	Commencement	Standard 1 - History of the United States and New York	Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States).
			Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history.
		Standard 4 - Economics	The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.	Define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems.
				Understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits.
				Understand the roles in the economic system of consumers, producers, workers, investors, and voters.
		Standard 5 - Civics, Citizenship, and Government	The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for Civics and Government, 1994).	Trace the evolution of American values, beliefs, and institutions.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Social Studies	Commencement	Standard 5 - Civics, Citizenship, and Government	The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for Civics and Government, 1994).	Analyze the disparities between civic values expressed in the United States Constitution and the United Nation Universal Declaration of Human Rights and the realities as evidenced in the political, social, and economic life in the United States and throughout the world.
English Language Arts	Grade 9	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.
	Grade 9	Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Write original literary texts - maintain consistent point of view, including first-person, third-person, or omniscient narrator - create a personal voice
	Grade 10	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.
		Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Write interpretive and responsive essays of approximately three pages to - express judgments and support them through references to the text, using direct quotations and paraphrase...
	Grade 11	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, and academic library resources for information and research.
		Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Write interpretive and responsive essays of approximately three to five pages to - express judgments and support them through references to the text, using direct quotations and paraphrase...

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
English Language Arts	Grade 12	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, academic, and special library resources for information and research.
		Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Write interpretive and responsive essays of approximately five pages to - express judgments and support them through references to the text, using direct quotations and paraphrase...

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

Ancient American Art: The Aztec and their Ancestors

Grades 7-12

This lesson introduces the art of selected cultures in ancient Mesoamerica (today, Mexico, Guatemala and adjacent countries). Objects of ceramic, gold and stone (including jade) shed light on religion and rulership among the Aztec, Maya, and others in the centuries before European contact. An effort is made to provoke students to think critically as they help the instructor analyze art works and their meanings.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Know and use a variety of sources for developing and conveying ideas, images, themes, symbols, and events in their creation of art.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Create art works that reflect a particular historical period of a culture.
	Commencement	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Create art works that reflect a variety of cultural influences.
Social Studies	Intermediate	Standard 2 - World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history.
				Interpret and analyze documents and artifacts related to significant developments and events in world history.
	Commencement	Standard 2 - World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.
Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.				Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
			Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Social Studies	Commencement	Standard 2 - World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
English Language Arts	Grade 7	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources to acquire information.
	Grade 8	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources independently to acquire information.
English Language Arts	Grade 9	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.
	Grade 10	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.
	Grade 11	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, and academic library resources for information and research.
	Grade 12	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, academic, and special library resources for information and research.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

Angles and Answers: Origami and Art

Grades 4-5

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	<p>Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses.</p> <p>Explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works.</p>
Mathematics, Science and Technology	Grade 4	Standard 3 - Mathematics	Problem Solving	<p>4.PS.7 Represent problem situations in oral, written, concrete, pictorial, and graphical forms</p> <p>4.PS.12 Use physical objects to model problems</p>

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Mathematics, Science and Technology	Grade 4	Standard 3 - Mathematics	Communication	4.CM.5 Share organized mathematical ideas through the manipulation of objects, drawing, pictures, charts, graphs, tables, diagrams, models, symbols, and expressions in written and verbal form
			Connections	4.CN.1 Recognize, understand, and make connections in their everyday experiences to mathematical ideas -
				4.CN.5 Model situations with objects and representations and be able to make observations -
				4.CN.6 Recognize the presence of mathematics in their daily lives -
				4.CN.7 Apply mathematics to solve problems that develop outside of mathematics
			Representation	4.CN.8 Recognize and apply mathematics to other disciplines
	4.R.1 Use verbal and written language, physical models, drawing charts, graphs, tables, symbols, and equations as representations			
	Grade 5	Standard 3 - Mathematics	Problem Solving	4.R.8 Use mathematics to show and understand physical phenomena
				5.PS.7 Represent problem situations verbally, numerically, algebraically, and/or graphically
			Reasoning and Proof	5.PS.13 Model problems with pictures/diagrams or physical objects
				5.RP.6 Develop and explain an argument verbally, numerically, and/or graphically
			Communication	5.CM.4 Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models, and symbols in written and verbal form
				5.CM.10 Use appropriate vocabulary when describing objects, relationships, mathematical solutions, and rationale
			Connections	5.CN.1 Understand and make connections and conjectures in their everyday experiences to mathematical ideas
5.CN.2 Explore and explain the relationship between mathematical ideas				
5.CN.3 Connect and apply mathematical information to solve problems				

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Mathematics, Science and Technology	Grade 5	Standard 3 - Mathematics	Connections	5.CN.5 Model situations with objects and representations and be able to draw conclusions
				5.CN.6 Recognize and provide examples of the presence of mathematics in their daily lives
				5.CN.8 Investigate the presence of mathematics in careers and areas of interest
				5.CN.9 Recognize and apply mathematics to other disciplines and areas of interest
			Representations	5.R.1 Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

Arms, Armor and Simple Machines

Grades 4-6

Learn how the five simple machines (lever, pulley, inclined plane, wheel and axel and screw) have played a part in the development of arms and armor. Using examples from the Cleveland Museum of Art's famed Armor Court, students will compare different types of armor and discover how they have been used in battle, sport and for ornamentation. Students will also be able to identify and apply the five simple machines in everyday objects.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works.
	Intermediate	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Identify, analyze, and interpret the visual and sensory characteristics that they discover in natural and human-made forms.
Social Studies	Elementary	Standard 2 - World History	Establishing time frames, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Distinguish between past, present, and future time periods.
	Intermediate	Standard 2 - World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Interpret and analyze documents and artifacts related to significant developments and events in world history.
Science	Elementary	MST Standard 4 - Science	Energy and matter interact through forces that result in changes in motion.	Describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.
	Intermediate	MST Standard 4 - Science	Energy and matter interact through forces that result in changes in motion.	Observe, describe, and compare effects of forces (gravity, electric current, and magnetism) on the motion of objects.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

The Art and Science of Natural Dyes

Grades 4-6

Discover the plant, animal and mineral sources for the colors and pigments we use every day. Vivid multimedia and classroom activities help explain the processes of extracting pigments to create dyes. Textile art from around the world and through history will provide a rich context for learning. Each student creates a wool and paper bookmark to keep.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art.
				Explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures.
	Intermediate	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Produce a collection of art works, in a variety of mediums, based on a range of individual and collective experiences.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Identify, analyze, and interpret the visual and sensory characteristics that they discover in natural and human-made forms. Compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines, and the various ways that those ideas, themes, and concepts are manifested within the discipline.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures.
Social Studies	Elementary	Standard 2 - World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities.
			The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.
		Standard 3 - Geography	Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources) and, human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life).	Study about how people live, work, and utilize natural resources.
	Intermediate	Standard 2 - World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA	PERFORMANCE INDICATOR
Science	Elementary	MST Standard 4: Science	Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.	Observe and describe properties of materials using appropriate tools.
Mathematics, Science and Technology	Elementary	MST Standard 4: Science	Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.	Describe chemical and physical changes, including changes in states of matter.
	Intermediate	MST Standard 4: Science	Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity. Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	Observe and describe properties of materials, such as density, conductivity, and solubility.
				Distinguish between chemical and physical changes.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

Art + Science: Photography

Grades 5-8

How are all cameras alike? Why do some photographs intrigue us more than others? In this interdisciplinary series of programs, middle school students are introduced to the science and art behind this extremely popular form of visual communication. Accompanying materials include in-program activity guides as well as teaching extensions for getting students launched on their own photographic projects.

Art + Science Photography Program One: How does a Camera Work?

Working in teams, students will dissect and diagram a simple disposable camera to gain an understanding of light energy, optics, and the shared components all cameras use to record an image.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Develop skills with a variety of art materials and competence in at least one medium.
				Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.
Science	Intermediate	MST Standard 4 - Science	Energy exists in many forms, and when these forms change energy is conserved.	Observe and describe the properties of sound, light, magnetism, and electricity
		MST Standard 5 - Technology	Technology has been the driving force in the evolution of society from an agricultural to an industrial to an information base.	Describe how new technologies have evolved as a result of combining existing technologies (e.g., photography combined optics and chemistry; the airplane combined kite and glider technology with a lightweight gasoline engine).

**Distance Learning Programs at The Cleveland Museum of Art
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Art + Science Photography Program Two: What Makes a Good Photograph?

Explore what makes an interesting photograph by viewing the works of contemporary and historical photographers in the CMA collection. Using an activity sheet to discover how focus, framing, point of view, and subject matter can influence meaning in a photograph, students will lay the foundation for their own creative view through the camera.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Produce a collection of art works, in a variety of mediums, based on a range of individual and collective experiences.
				Know and use a variety of sources for developing and conveying ideas, images, themes, symbols, and events in their creation of art.
				Use the elements and principles of art to communicate specific meanings to others in their art work.
				Identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works and discuss ways to improve them.
Visual Arts	Intermediate	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Develop skills with a variety of art materials and competencies in at least one medium.
				Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.

**Distance Learning Programs at The Cleveland Museum of Art
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The Art of Adornment

Grades 6-8

In a program created especially for middle scholars, students will explore ways in which various cultures throughout history have used adornment to establish personal and social identity. Body shaping, tattooing, piercing, scarification, cosmetic use and decorative arrangements of hair reflect diverse cultural values and also relate to issues of self-definition facing students today.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	know and use a variety of sources for developing and conveying ideas, images, themes, symbols, and events in their creation of art.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	use the elements and principles of art to communicate specific meanings to others in their art work. Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.
Social Studies	Intermediate	Standard 2 - World History	The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Social Studies	Intermediate	Standard 3 - Geography	Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources) and, human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life).	map information about people, places, and environments.
English Language Arts	Grade 6	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources, with some direction, to acquire information
	Grade 7	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources to acquire information.
	Grade 8	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources independently to acquire information.

**Distance Learning Programs at The Cleveland Museum of Art
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Aztec, Maya and More!

Grades 3-6

This lesson introduces the arts, myths and writing systems of selected Mesoamerican cultures. Ceramic figures, objects made from cast gold, carved limestone and jade are used to glimpse life among the Aztec, Teotihuacan, Maya and Olmec peoples in centuries before European contact.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences. Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses.

**Distance Learning Programs at The Cleveland Museum of Art
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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR		
Visual Arts	Elementary	Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures.		
				Create art works that show the influence of a particular culture.		
	Intermediate	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Know and use a variety of sources for developing and conveying ideas, images, themes, symbols, and events in their creation of art.		
				Use the elements and principles of art to communicate specific meanings to others in their art work.		
				Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.
						Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts
Create works of art that reflect a particular historical period of a culture.						
Social Studies	Elementary	Standard 2 – World History	Establishing time frames, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Distinguish between past, present, and future time periods.		

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Social Studies	Elementary	Standard 2 – World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities.
			The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.
				View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.
	Intermediate	Standard 2 – World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Analyze the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history.
			The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	View history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

Chemistry on the Case: Authenticating a painting with pigment analysis

Grades 9-12

Authentication of a painting is a complex task, requiring many techniques. Scientists who study paintings in order to authenticate or “de-authenticate” them work much like crime scene investigators, piecing together clues and using their knowledge of art history, chemistry, and math. In this lesson, a researcher will examine pigments in a painting to determine if they are consistent with those available to and used by the purported artist.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
				Understand a broad range of vocations/avocations in the field of visual arts, including those involved with creating, performing, exhibiting, and promoting art.
Mathematics, Science and Technology	Commencement	Standard 4 - Science	Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.	Explain the properties of materials in terms of the arrangement and properties of the atoms that compose them.
				Use atomic and molecular models to explain common chemical reactions.
		Apply the principle of conservation of mass to chemical reactions.		
		Standard 5 - Technology	Engineering design is an iterative process involving modeling and optimization used to develop technological solutions to problems within given constraints.	Use kinetic molecular theory to explain rates of reactions and the relationships among temperature, pressure, and volume of a substance.
				Identify, locate, and use a wide range of information resources including subject experts, library references, magazines, videotapes, films, electronic data bases and on-line services, and discuss and document through notes and sketches how findings relate to the problem.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Mathematics, Science and Technology	Commencement	Standard 7 - Interdisciplinary Problem Solving	The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision making, design, and inquiry into phenomena.	Explain and evaluate phenomena mathematically and scientifically by formulating a testable hypothesis, demonstrating the logical connections between the scientific concepts guiding the hypothesis and the design of an experiment, applying and inquiring into the mathematical ideas relating to investigation of phenomena, and using (and if needed, designing) technological tools and procedures to assist in the investigation and in the communication of results.
			The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/ society, consumer decision making, design, and inquiry into phenomena.	Observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

Contemporary Art

Grades 4-12

Discover the stimulating and diverse art of the later twentieth century. Beginning with the mid century action painter Jackson Pollock, students will be introduced to styles ranging from Abstraction to Pop Art to variations of Realism. Painting and sculpture by artists represented in the collection of The Cleveland Museum of Art will be presented along with information about selected techniques used to create these works.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 1 – Creating, Performing, and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences. Understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses. Explain the themes that are found in works of visual art and how the art works are related to other forms of art (dance, music, theatre, etc.).

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 1 – Creating, Performing, and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Produce a collection of art works, in a variety of mediums, based on a range of individual and collective experiences.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines, and the various ways that those ideas, themes, and concepts are manifested within the discipline.
Visual Arts	Commencement	Standard 1 – Creating, Performing, and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.
English Language Arts	Grade 4	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Acquire information by locating and using library media resources, with some assistance
	Grade 5	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources, with some direction, to acquire information
	Grade 6	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources, with some direction, to acquire information
	Grade 7	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources to acquire information.
	Grade 8	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources independently to acquire information.
	Grade 9	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
English Language Arts	Grade 10	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.
	Grade 11	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, and academic library resources for information and research.
	Grade 12	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, academic, and special library resources for information and research.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

Diversity, Neighborhood and Urban Issues

Grades 9-12

This videoconference focuses on urban neighborhoods which have changed over time. At the center of these selected communities in Cleveland are three inner city houses of worship which interact with and stabilize their neighborhoods. Students are introduced to these houses of worship (Catholic, Baptist and Muslim), some issues facing the neighborhoods and then interpret census data to reinforce ideas encountered in the lesson.

After the initial videoconference, classes are encouraged to sample the Teacher Information Packet research exercises. After completing the exercises such as documenting their own neighborhoods and holding classroom discussions, a second optional videoconference is available free of charge in which students present and discuss their findings with an urban expert from Cleveland State University.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	<p>Develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.</p> <p>Explain the visual and other sensory qualities in art and nature and their relation to the social environment.</p> <p>Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.</p>

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Social Studies	Commencement	Standard 1 - History of the United States and New York	Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.	Develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues.
				Compare and contrast the experiences of different groups in the United States.
		Standard 4 - Economics	Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States).
		Standard 4 - Economics	Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	Use economic information by identifying similarities and differences in trends; inferring relationships between various elements of an economy: organizing and arranging information in charts, tables, and graphs; extrapolating and making conclusions about economic questions, issues, and problems.
Mathematics, Science & Technology	Commencement	Standard 5 - Technology	Technology can have positive and negative impacts on individuals, society, and the environment and humans have the capability and responsibility to constrain or promote technological development.	Explain how computers and automation have changed the nature of work.
English Language Arts	Grade 9	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.
			Writing	Use both primary and secondary sources of information for research
	Grade 10	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Analyze data and facts to communicate information
				Locate and use school and public library resources for information and research.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
English Language Arts	Grade 10	Standard 1 - Students will read, write, listen, and speak for information and understanding	Writing	Use both primary and secondary sources of information for research
				Analyze data, facts, and ideas to communicate information
	Grade 11	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, and academic library resources for information and research.
				Writing
			Analyze and integrate data, facts, and ideas to communicate information	
	Grade 12	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, academic, and special library resources for information and research.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

Egyptomania Series

Grades 2-6

Discover the ingenuity of one of the world's earliest civilizations through this lively series of four videoconferences just for elementary students.

Egyptomania 1: Introduction to Daily Life

Through the use of art and artifacts from the CMA's collection, students are acquainted with Egypt's natural environment, as well as aspects of daily life such as food, clothing, shelter, and recreation.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	<p>Explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works.</p> <p>Explain the themes that are found in works of visual art and how the art works are related to other forms of art (dance, music, theatre, etc.).</p> <p>Explain how ideas, themes, or concepts in the visual arts are expressed in other disciplines (e.g., mathematics, science, literature, social studies, etc.).</p>
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures.
Social Studies	Elementary	Standard 2 - World History	Establishing time frames, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	<p>Distinguish between past, present, and future time periods.</p> <p>Compare important events and accomplishments from different time periods in world history.</p>
			Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities.
			The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	Understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.
				<p>Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.</p> <p>View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.</p>

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Social Studies	Elementary	Standard 2 - World History	The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions. Know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations.
		Standard 3 - Geography	Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources) and, human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life).	Identify and compare the physical, human, and cultural characteristics of different regions and people (Adapted from National Geography Standards, 1994).
			Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (Adapted from: The National Geography Standards, 1994: Geography for Life).	Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places (Adapted from National Geography Standards, 1994).

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

Egyptomania 2: Hieroglyphics

Learn how to decipher some of the "sacred writing" of Egypt in this fascinating look at a 4,000+ year old writing system. Teaching extensions to the lesson provide instruction for writing like a scribe, and creating a personalized cartouche.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works. Explain how ideas, themes, or concepts in the visual arts are expressed in other disciplines (e.g., mathematics, science, literature, social studies, etc.).

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures.
Social Studies	Elementary	Standard 2 - World History	Establishing time frames, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Distinguish between past, present, and future time periods.
			Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities. Understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.
			The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world. View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.
			The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Social Studies	Elementary	Standard 2 - World History	The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

Egyptomania 3: Mummies

Find out how the Egyptian desire for an eternal afterlife contributed to the ritual of mummification. Watch a real mummy being examined with the latest scientific equipment. Time permitting, students will have the opportunity to plan an Egyptian funeral procession.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works.
Social Studies	Elementary	Standard 2 - World History	Establishing time frames, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Distinguish between past, present, and future time periods.
			Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities.
				Understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.
			The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world. View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.
The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.			

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Social Studies	Elementary	Standard 2 - World History	The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

Egyptomania 4: Animals

Why were so many Egyptian gods part human - part animal? This lesson explores how ancient Egyptians observed animal behavior and ascribed animal characteristics to their gods. Students participate in a game to help them classify and link animals with their natural environment.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art.
Visual Arts	Elementary	Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain how ideas, themes, or concepts in the visual arts are expressed in other disciplines (e.g., mathematics, science, literature, social studies, etc.).
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures.
Mathematics, Science and Technology	Elementary	Standard 4 - Science	Organisms maintain a dynamic equilibrium that sustains life.	Describe basic life functions of common living specimens (guppy, mealworm, gerbil).
				Describe some survival behaviors of common living specimens.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

Eye on the Moon

Grades 6-12

Peoples throughout history have looked to the sky for inspiration and understanding. Focusing on the moon, they created myths, personifications and, finally in the modern era, photographs of this intriguing orb. In Eye on the Moon a wide variety of art works are introduced within their historical contexts. Discussion of these objects prompts students to analyze what representations of the moon reveal about the cultures which created them.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Know and use a variety of sources for developing and conveying ideas, images, themes, symbols, and events in their creation of art. Use the elements and principles of art to communicate specific meanings to others in their art work. During the creative process, reflect on the effectiveness of selected mediums or techniques to convey intended meanings.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Identify, analyze, and interpret the visual and sensory characteristics that they discover in natural and human-made forms.
			Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Compare the ways ideas and concepts are communicated through visual art with the various ways that those ideas and concepts are manifested in other art forms.
			Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines, and the various ways that those ideas, themes, and concepts are manifested within the discipline.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures.
			Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Demonstrate the ways in which some particular art works and artifacts reflect important aspects of the diverse cultures of the United States.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images.
				Reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
		Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.		
		Develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.		
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey.
				Examine works of art and artifacts from United States cultures and place them within a cultural and historical context.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR	
English Language Arts	Grade 6	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources, with some direction, to acquire information	
		Standard 2 - Students will read, write, listen, and speak for Literary Response and Expression	Reading	Read, view, and interpret texts from a variety of genres	
				Define characteristics of different genres	
				Read aloud from a variety of genres (e.g., plays and poems) - use inflection and intonation appropriate to text read and audience	
	Recognize how different authors treat similar themes				
	Grade 7	Standard 2 - Students will read, write, listen, and speak for literary response and expression	Reading	Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance	
				Write original literary texts <ul style="list-style-type: none"> ▪ use organizing structures, such as stanzas, chapters, scenes, and verses ▪ develop characters, create a setting, and establish a plot ▪ use examples of literary devices, such as rhythm, rhyme, simile, and personification ▪ establish a consistent point of view (e.g., first or third person) ▪ use vocabulary to create a desired effect 	
				Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading
Standard 2 - Students will read, write, listen, and speak for literary response and expression				Reading	Recognize recurring themes in a variety of literary works
				Recognize how the author's use of language creates images or feelings	
				Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text	

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
English Language Arts	Grade 7	Standard 2 - Students will read, write, listen, and speak for literary response and expression	Writing	Write original literary texts to <ul style="list-style-type: none"> ▪ develop a narrative, using an organizational plan such as chronology ▪ sequence events (e.g., rising action, conflict, climax, falling action, and resolution) to advance a plot, with assistance ▪ develop complex characters and create a setting ▪ use literary devices ▪ maintain a consistent point of view that enhances the message ▪ select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme, with assistance ▪ use language that is creative
	Grade 8	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources independently to acquire information.
		Standard 2 - Students will read, write, listen, and speak for Literary Response and Expression	Reading	Recognize how the author’s use of language creates images or feelings Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
			Writing	Write original literary texts to <ul style="list-style-type: none"> ▪ develop a narrative, using an organizational plan such as chronology or flashback ▪ sequence events to advance a plot; use action, conflict, climax, falling action, and resolution ▪ maintain a consistent point of view that enhances the message and/or establishes the mood ▪ select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme
English Language Art	Grade 9	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
		Standard 2 - Students will read, write, listen, and speak for Literary Response and Expression	Reading	Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic, and ode Read works with a common theme and compare the treatment of that theme by different authors
		Standard 2 - Students will read, write, listen, and speak for Literary Response and Expression	Writing	Write original literary texts <ul style="list-style-type: none"> ▪ use elements of literary text, such as plot, character, setting, dialogue, conflict, and suspense, to engage the reader ▪ maintain consistent point of view, including first-person, third-person, or omniscient narrator ▪ create a personal voice
	Grade 10	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.
		Standard 2 - Students will read, write, listen, and speak for Literary Response and Expression	Reading	Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives
				Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic, and ode, and recognize how the author uses poetic form to convey message or intent
				Interpret literary texts on the basis of an understanding of the genre and the literary period
Evaluate poetry to recognize the use and effect of verse form				
English Language Arts	Grade 10	Standard 2 - Students will read, write, listen, and speak for Literary Response and Expression	Writing	Write original literary texts <ul style="list-style-type: none"> ▪ use literary devices, such as figurative language, allegory, irony, symbolism, and stream of consciousness ▪ create multiple levels of meaning, with assistance ▪ use language and sentence structure creatively to elicit the reader's emotional response

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
	Grade 11	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, and academic library resources for information and research.
		Standard 2 - Students will read, write, listen, and speak for Literary Response and Expression		Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives <ul style="list-style-type: none"> ▪ monitor their own comprehension by questioning, reviewing, revising, and rereading to enhance overall comprehension
	Grade 12	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Write original literary texts <ul style="list-style-type: none"> ▪ create social, historical, and/or cultural context ▪ create multiple levels of meaning
				Locate and use school, public, academic, and special library resources for information and research.
		Standard 2 - Students will read, write, listen, and speak for Literary Response and Expression	Writing	Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives
				Analyze and evaluate poetry in order to recognize the use and effect of <ul style="list-style-type: none"> ▪ sensory imagery ▪ figurative language ▪ verse form
		Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive text		

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

Form, Function and Faith

Grades 8-12

This program lets students explore the relationship between building form and function by focusing on three Cleveland area historic houses of worship: St. Theodosius, an Orthodox Church, Temple Tifereth Israel, a synagogue and the Kirtland Temple--a 19th c. Community of Christ (Latter Day Saints) Church. Through extensive interactivity students will be introduced to architectural history and to the use of geometry and mathematics in order to understand how these buildings compare in their design. An accompanying teacher information packet concentrates on architectural functional morphology, diversity, neighborhood characteristics and data sources.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions. Understand a broad range of vocations/avocations in the field of visual arts, including those involved with creating, performing, exhibiting, and promoting art.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain the visual and other sensory qualities in art and nature and their relation to the social environment.
				Develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.
Mathematics, Science and Technology	Commencement	Standard 3 - Mathematics	Reasoning and Proof	G.RP.3 Investigate and evaluate conjectures in mathematical terms, using mathematical strategies to reach a conclusion
			Communication	G.CM.2 Use mathematical representations to communicate with appropriate accuracy, including numerical tables, formulas, functions, equations, charts, graphs, and diagrams
			Communication	G.CM.11 Understand and use appropriate language, representations, and terminology when describing objects, relationships, mathematical solutions, and geometric diagrams
				G.CM.12 Draw conclusions about mathematical ideas through decoding, comprehension, and interpretation of mathematical visuals, symbols, and technical writing
			Connections	G.CN.3 Model situations mathematically, using representations to draw conclusions and formulate new situations
				G.CN.5 Understand how quantitative models connect to various physical models and representations
Connections	G.CN.6 Recognize and apply mathematics to situations in the outside world			

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Mathematics, Science and Technology	Commencement	Standard 3 - Mathematics	Representation	G.R.1 Use physical objects, diagrams, charts, tables, graphs, symbols, equations, or objects created using technology as representations of mathematical concepts
				G.R.2 Recognize, compare, and use an array of representational forms
				G.R.3 Use representation as a tool for exploring and understanding mathematical ideas

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

Gods and Heroes from Greece and Rome

Grades 6-12

Using bronze sculptures, coins, ceramic vessels and a carved marble sarcophagus from the collection of The Cleveland Museum of Art, we'll investigate the exploits of Heracles, Athena, Dionysus and others who vividly populated the imagination of the classical western world. This is one of a planned series of distance learning lessons which compares the myths of several cultures and character traits of their heroes, as well as their quests, and connections to the natural world.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines, and the various ways that those ideas, themes, and concepts are manifested within the discipline.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures.
	Commencement	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
	Commencement	Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain the visual and other sensory qualities in art and nature and their relation to the social environment.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.
			Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey.
Social Studies	Intermediate	Standard 2 - World History	The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Social Studies	Intermediate	Standard 2 - World History	The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations.
			The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Know some important historic events and developments of past civilizations.
Social Studies	Commencement	Standard 2 - World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
			The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	Interpret and analyze documents and artifacts related to significant developments and events in world history.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Social Studies	Commencement	Standard 2 - World History	<p>The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>	<p>Define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices.</p>
			<p>The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>	<p>know some important historic events and developments of past civilizations.</p>

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

Gods and Heroes of India

Grades 6-12

The adventures of Rama and Hanuman in the Indian epic, the Ramayana, are just a few of the fascinating stories of Hindu and Buddhist gods and heroes covered in this introduction to the history and culture of India. Students are also introduced to the incarnation of the Hindu god Vishnu as the man-lion Narasimha and the Buddha of Compassion, Avalokiteshvara, through works of art in the Museum's collection. A viewing guide assists students in analyzing the information presented.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines, and the various ways that those ideas, themes, and concepts are manifested within the discipline.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures.
	Commencement	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain the visual and other sensory qualities in art and nature and their relation to the social environment.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.
			Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey.
Social Studies	Intermediate	Standard 2 - World History	The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	View history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents.

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Social Studies	Intermediate	Standard 2 - World History	The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations.
			The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Know some important historic events and developments of past civilizations.
Social Studies	Commencement	Standard 2 - World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
			The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	Interpret and analyze documents and artifacts related to significant developments and events in world history.

**Distance Learning Programs at The Cleveland Museum of Art
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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Social Studies	Commencement	Standard 2 - World History	<p>The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>	<p>Define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices.</p>
			<p>Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>	<p>Examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.</p>

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

Gods and Heroes of the Maya

Grades 6-12

The Maya *Popol Vuh* (Council Book) relates tales of the Hero Twins who make the world safe for the arrival of human beings. During this lesson students explore this creation myth and other aspects of the Maya culture by examining artifacts from The Cleveland Museum of Art. On-camera interactivities include filling out a viewing guide with personal interpretations of Maya mythology and beginning to write a story based on a princely scene from an ancient pottery vessel. Related discussion involves Maya hieroglyphs, notions of royalty, the sacred ball game and the natural resources of Mesoamerica. The teacher information packet which accompanies this lesson contains teaching extensions which promote such language arts Skills as composing a narrative and developing characters.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines, and the various ways that those ideas, themes, and concepts are manifested within the discipline.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures.
	Commencement	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain the visual and other sensory qualities in art and nature and their relation to the social environment.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.
			Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey.
Social Studies	Intermediate	Standard 2 - World History	The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents.

**Distance Learning Programs at The Cleveland Museum of Art
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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Social Studies	Intermediate	Standard 2 - World History	The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations.
			The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Know some important historic events and developments of past civilizations.
Social Studies	Commencement	Standard 2 - World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
			The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	Interpret and analyze documents and artifacts related to significant developments and events in world history.

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Social Studies	Commencement	Standard 2 - World History	The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices.

**Distance Learning Programs at The Cleveland Museum of Art
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The Harlem Renaissance

Grades 9-12

Travel back in time to bustling New York City in the 1920s and discover the art, literature and music produced by African Americans living in Harlem during this period. Students will be introduced to artists such as Romare Bearden, Jacob Lawrence, and photographer James Van Der Zee, as well as to the poetry of Langston Hughes.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	<p>Explain the visual and other sensory qualities in art and nature and their relation to the social environment.</p> <p>Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.</p> <p>Develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.</p>

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Examine works of art and artifacts from United States cultures and place them within a cultural and historical context.
Social Studies	Commencement	Standard 1 - History of the United States and New York	Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture.
				Identify individuals who have helped to strengthen democracy in the United States and throughout the world.
			The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.	Gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States.
				Analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans.
				Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it

**Distance Learning Programs at The Cleveland Museum of Art
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Impressionism

Grades 4-12

Learn about the works of Impressionist and Post-Impressionist painters such as Monet, Degas, van Gogh and Cézanne whose experiments with the effects of different conditions of light and paint application created a new way of seeing the world. The world these artists shared had much in common with our own era of rapid technological change and rise in standard of living. Students will consider how such factors influenced Impressionism.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses.
				Explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works.

**Distance Learning Programs at The Cleveland Museum of Art
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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Identify, analyze, and interpret the visual and sensory characteristics that they discover in natural and human-made forms.
				Compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines, and the various ways that those ideas, themes, and concepts are manifested within the discipline.
	Commencement	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts.	Explain the visual and other sensory qualities in art and nature and their relation to the social environment.

**Distance Learning Programs at The Cleveland Museum of Art
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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts.	Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.
				Develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.
Social Studies	Elementary	Standard 2 - World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities.
	Intermediate	Standard 2 - World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history.
	Commencement	Standard 2 - World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
Mathematics, Science & Technology	Elementary	Standard 5 - Technology	Technology has been the driving force in the evolution of society from an agricultural to an industrial to an information base.	Identify technological developments that have significantly accelerated human progress.
			Technology can have positive and negative impacts on individuals, society, and the environment and humans have the capability and responsibility to constrain or promote technological development.	Describe how technology can have positive and negative effects on the environment and on the way people live and work.
	Intermediate	Standard 5 - Technology	Technology has been the driving force in the evolution of society from an agricultural to an industrial to an information base.	Describe how the evolution of technology led to the shift in society from an agricultural base to an industrial base to an information base.
			Technology can have positive and negative impacts on individuals, society, and the environment and humans have the capability and responsibility to constrain or promote technological development.	Describe how outputs of a technological system can be desired, undesired, expected, or unexpected.

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Mathematics, Science & Technology	Commencement	Standard 5 - Technology	Technology has been the driving force in the evolution of society from an agricultural to an industrial to an information base.	Explain how technological inventions and innovations have caused global growth and interdependence, stimulated economic competitiveness, created new jobs, and made other jobs obsolete.
			Technology can have positive and negative impacts on individuals, society, and the environment and humans have the capability and responsibility to constrain or promote technological development.	Explain how computers and automation have changed the nature of work.

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Italian Art

Grades 6-12

Dagli etruschi al moderno: una panoramica dell'arte italiana del Museo d'Arte di Cleveland

Italy has a long and rich tradition in the visual arts, but what do these images communicate about the country's history? This lesson provides a survey of Italy's artistic heritage by exploring why particular subjects were depicted in sculptures, paintings and decorative arts. Students will learn how factors such as patronage and subject matter convey some of the ideals and events important to residents throughout Italy in the last two thousand years. The objects shown range from decorative arts made by the ancient Etruscans to a print created by Boccioni, a proponent of the Italian Futurist movement in the early twentieth century.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Identify, analyze, and interpret the visual and sensory characteristics that they discover in natural and human-made forms.

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures.
	Commencement	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	<p>Explain the visual and other sensory qualities in art and nature and their relation to the social environment.</p> <p>Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.</p> <p>Develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.</p>

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Visual Arts	Commencement	Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey.
Social Studies	Intermediate	Standard 2 - World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history.
			The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	View history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents.
	Commencement	Standard 2 - World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.

**Distance Learning Programs at The Cleveland Museum of Art
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Japanese Art: Humble and Bold

Grades 6-12

Japanese art encompasses aesthetics ranging from earthy and subtle to colorful and luxurious. In this lesson students will be introduced to works in a variety of media including ceramics used in the tea ceremony, enamel ware and folding screens made from paper and wood. Discussion focuses not only on the formal qualities of these works, but also on their practical uses. Critical thinking is encouraged through analysis of the work of art as an indicator of Japanese social values and tastes.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Identify, analyze, and interpret the visual and sensory characteristics that they discover in natural and human-made forms.

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
	Commencement	Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain the visual and other sensory qualities in art and nature and their relation to the social environment.
Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.				
				Develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey.
Social Studies	Intermediate	Standard 2 - World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history.
			The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents.
	Commencement	Standard 2 - World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.

**Distance Learning Programs at The Cleveland Museum of Art
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Knights, Castles and Kings

Grades 2-5

Knights in shining armor, legendary queens, towering castles and fantastic beasts populate the pages of fairy tales and capture our imagination. But where does the fantasy merge with fact? In this program, students will be introduced to noble life in the Middle Ages through arms and armor, courtly and religious objects in the collection of The Cleveland Museum of Art. They will be asked to observe, comment on what they see, question, and draw conclusions about the role of castles, knights and kings in medieval society.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art.

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain how ideas, themes, or concepts in the visual arts are expressed in other disciplines (e.g., mathematics, science, literature, social studies, etc.).
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures.
Social Studies	Elementary	Standard 2 - World History	Establishing time frames, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Distinguish between past, present, and future time periods.
English Language Arts	Grade 2	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use library media resources to acquire information, with assistance
		S2 - Literary Response/Expression	Writing	Develop original literary texts that - create characters, simple plot, and setting, with assistance - use rhythm and rhyme to create short poems and songs, with assistance - use descriptive language

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
English Language Arts	Grade 3	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use library media resources to acquire information, with assistance
		Standard 2 – Students will read, write, listen, and speak for literary response and expression	Writing	Develop original literary texts that - contain characters, simple plot, and setting - use rhythm and rhyme to create short poems and songs - use dialogue - use vivid language - use descriptive language to create an image
	Grade 4	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Acquire information by locating and using library media resources, with some assistance
		Standard 2 – Students will read, write, listen, and speak for literary response and expression	Writing	Produce imaginative stories and personal narratives that show insight, development, organization, and effective language
	Grade 5	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources, with some direction, to acquire information
		Standard 2 – Students will read, write, listen, and speak for literary response and expression	Writing	Develop original literary texts that - use organizing structures such as stanzas and chapters - create a lead that attracts the reader’s interest - provide a title that interests the reader - develop characters and establish a plot - use examples of literary devices, such as rhyme, rhythm, and simile - establish consistent point of view (e.g., first or third person) with assistance

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

Math Connections in Art: Gridding

Grades 7-10

Students will be introduced to the work of American painter and printmaker Chuck Close and will also learn to apply math concepts and Skills used by the artist to transfer photographic images to another working surface. Beginning with photos of themselves, students will measure, grid and reproduce their portrait into a painting or pencil rendering which may be finished later at home or in the classroom. Concepts such as ratio, percent, and area are reinforced. This is a four-part series consisting of an introduction to Chuck Close, two hands-on in-classroom sessions in which the CMA presenter guides students through gridding their photographs and producing self portraits, and a final session to discuss the students' artwork and assess comprehension of math concepts.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Produce a collection of art works, in a variety of mediums, based on a range of individual and collective experiences.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Know and use a variety of sources for developing and conveying ideas, images, themes, symbols, and events in their creation of art.
				Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.

**Distance Learning Programs at The Cleveland Museum of Art
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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines, and the various ways that those ideas, themes, and concepts are manifested within the discipline.
	Commencement	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.
Mathematics, Science and Technology	Grade 7	Standard 3 - Mathematics	Problem Solving	7.PS.6 Represent problem situations verbally, numerically, algebraically, and graphically 7.PS.10 Use proportionality to model problems
			Communication	7.CM.4 Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models and symbols in written and verbal form
				7.CM.9 Increase their use of mathematical vocabulary and language when communicating with others
				7.CM.10 Use appropriate language, representations, and terminology when describing objects, relationships, mathematical solutions, and rationale
				7.CM.11 Draw conclusions about mathematical ideas through decoding, comprehension, and interpretation of mathematical visuals, symbols, and technical writing
			Connections	7.CN.6 Recognize and provide examples of the presence of mathematics in their daily lives
				7.CN.7 Apply mathematical ideas to problem situations that develop outside of mathematics
				7.CN.9 Recognize and apply mathematics to other disciplines, areas of interest, and societal issues

**Distance Learning Programs at The Cleveland Museum of Art
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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Mathematics, Science and Technology	Grade 7	Standard 3 - Mathematics	Representations	7.R.1 Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations
				7.R.8 Use representation as a tool for exploring and understanding mathematical ideas
				7.R.9 Use mathematics to show and understand physical phenomena (e.g., make and interpret scale drawings of figures or scale models of objects)
	Grade 8	Standard 3 - Mathematics	Problem Solving	8.PS.10 Use proportionality to model problems
				Communication
			8.CM.9 Increase their use of mathematical vocabulary and language when communicating with others	
			8.CM.10 Use appropriate language, representations, and terminology when describing objects, relationships, mathematical solutions, and rationale	
			Connections	8.CN.4 Model situations mathematically, using representations to draw conclusions and formulate new situations
				8.CN.6 Recognize and provide examples of the presence of mathematics in their daily lives
				8.CN.7 Apply mathematical ideas to problem situations that develop outside of mathematics
Representations	8.CN.9 Recognize and apply mathematics to other disciplines, areas of interest, and societal issues			
	8.R.1 Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations			

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Mathematics, Science and Technology	Grade 8	Standard 3 - Mathematics	Representations	8.R.6 Use representations to explore problem situations
				8.R.9 Use mathematics to show and understand physical phenomena (e.g., make and interpret scale drawings of figures or scale models of objects)
			Number Sense and Operations	8.N.5 Estimate a percent of quantity, given an application
			Measurement	8.M.1 Solve equations/proportions to convert to equivalent measurements within metric and customary measurement systems
Mathematics, Science and Technology	Grades 9 and 10	Standard 3 - Mathematics	Problem Solving	A.PS.2 Recognize and understand equivalent representations of a problem situation or a mathematical concept
				A.PS.5 Choose an effective approach to solve a problem from a variety of strategies (numeric, graphic, algebraic)
			Communication	A.CM.12 Understand and use appropriate language, representations, and terminology when describing objects, relationships, mathematical solutions, and rationale
				A.CN.3 Model situations mathematically, using representations to draw conclusions and formulate new situations
			Connections	A.CN.5 Understand how quantitative models connect to various physical models and representations
				A.CN.6 Recognize and apply mathematics to situations in the outside world
				A.CN.7 Recognize and apply mathematical ideas to problem situations that develop outside of mathematics
				A.R.3 Use representation as a tool for exploring and understanding mathematical ideas
			Number Sense and Operations	A.N.5 Solve algebraic problems arising from situations that involve fractions, decimals, percents (decrease/increase and discount), and proportionality/direct variation

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Mathematics, Science and Technology	Grades 9 and 10	Standard 3 - Mathematics	Measurement	A.M.2 Solve problems involving conversions within measurement systems, given the relationship between the units

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with New York State Learning Standards**

Medieval Masterpieces

Grades 7-12

Rich intellectual and technical achievements distinguish the art of the Middle Ages. Throughout Europe manuscript illumination, architecture, sculpture and metal work flourished under the patronage of church and court. In this lesson students will encounter splendid liturgical objects such as a gold and porphyry altarpiece made for an 11th c. German countess, and a silver vessel for a holy relic obtained from a Byzantine emperor. Courty items also featured in the lesson include a whimsical table fountain and Gothic style tapestries made for a chateau. Biblical subjects such as Daniel in the lion’s den—seen on a medieval column capital—help make connections between art and religion for classes studying world religions, culture and/or European history.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Know and use a variety of sources for developing and conveying ideas, images, themes, symbols, and events in their creation of art.
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines, and the various ways that those ideas, themes, and concepts are manifested within the discipline.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures. Create art works that reflect a particular historical period of a culture.
Visual Arts	Commencement	Standard 1 - Creating, Performing and Participating in the Arts	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	Create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images.

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
		Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
Visual Arts	Commencement	Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey. Create art works that reflect a variety of cultural influences.

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
	Commencement – Major Sequence	Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Interpret the meaning of works and artifacts in terms of the cultures that produced them.
Social Studies	Intermediate	Standard 2 - World History	The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	View history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents.
			The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Know some important historic events and developments of past civilizations.
	Commencement	Standard 2 - World History	The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	Interpret and analyze documents and artifacts related to significant developments and events in world history.

**Distance Learning Programs at The Cleveland Museum of Art
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Modernism: Early 20th Century Art

Grades 9-12

Fauvism, Cubism, de Stijl, Surrealism and other selected movements in early 20th century art are introduced through the Museum’s collection. Explore the visual innovations of artists such as Matisse, Picasso, Mondrian and Miro in a period marked by the primacy of personal expression over a realistic rendering of the world.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school-and community-sponsored programs by art organizations and cultural institutions.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts.	<p>Explain the visual and other sensory qualities in art and nature and their relation to the social environment.</p> <p>Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.</p> <p>Develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.</p>
Social Studies	Commencement	Standard 2 - World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

Museum Careers

Grades 9-12

Take a behind-the-scenes look at one of the vital jobs at The Cleveland Museum of Art. Students will have the opportunity to discuss with a featured staff member the projects, career path, influences and aspirations which shaped that person’s professional life. The selected staff member brings video clips of his/her working environment, information on relevant programs and an enthusiasm for lively interchange with your class. Past presenters have included the Curatorial Assistant of Ancient Art, the Coordinator of Film Programs and the Curator of the Musical Arts Department.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
				Understand a broad range of vocations/avocations in the field of visual arts, including those involved with creating, performing, exhibiting, and promoting art.
Career Development & Occupational Studies	Commencement	Standard 1 - Career Development	Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.	Analyze skills and abilities required in a career option and relate them to their own skills and abilities.

**Distance Learning Programs at The Cleveland Museum of Art
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Native Americans and Settlers

Grades 4-6

Tools, documents, and paintings from the collections of the Western Reserve Historical Society (WRHS) in Cleveland and the Cleveland Museum of Art evoke the lives of Native Americans and settlers in Northeast Ohio. Educators from both the WRHS and the CMA guide students through an examination of the mutual perceptions between the Native Americans and settlers as well as the historical environment created by their encounters during the 18th and early 19th century. During this lesson upper elementary students participate in a bartering exercise to help them imagine transactions and issues of mutual dependence between the two groups. The high school version of the lesson features information and discussion based on primary documents at the WRHS such as Moses Cleaveland’s Letter to the Six Nations (an association of Eastern Woodlands Native Americans in New York, Pennsylvania and Ohio). An in-classroom activity kit accompanies the lesson for upper elementary students.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses.

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Elementary	Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures.
				Look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics.
	Intermediate	Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures.
				Demonstrate the ways in which some particular art works and artifacts reflect important aspects of the diverse cultures of the United States.
Social Studies	Elementary	Standard 1 - History of the United States and New York	Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities.
			The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.	View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.
			The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.	Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.
				Explain those values, practices, and traditions that unite all Americans.

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Social Studies	Intermediate	Standard 1 - History of the United States and New York	Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States.
			The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.	Understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives.
			The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.	Explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans.

**Distance Learning Programs at The Cleveland Museum of Art
with New York State Learning Standards**

"Race" is a Four Letter Word

Grades 7-12

This lesson provides students with the opportunity to critically examine works of art from various time periods and consider not only ways that race and racial groups have been depicted in various societies, but also how those depictions might perpetuate stereotypes and biased thinking.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Compare the ways ideas and concepts are communicated through visual art with the various ways that those ideas and concepts are manifested in other art forms. Compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines, and the various ways that those ideas, themes, and concepts are manifested within the discipline.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Demonstrate the ways in which some particular art works and artifacts reflect important aspects of the diverse cultures of the United States.

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school-and community-sponsored programs by art organizations and cultural institutions.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain the visual and other sensory qualities in art and nature and their relation to the social environment.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art. Develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Examine works of art and artifacts from United States cultures and place them within a cultural and historical context.

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Social Studies	Intermediate	Standard 1 - History of the United States and New York	The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.	Consider the sources of historic documents, narratives, or artifacts and evaluate their reliability.
				Evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. (Adapted from National Standards for United States History).
				Consider the sources of historic documents, narratives, or artifacts and evaluate their reliability.
				Understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives.
				Compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts.
				Describe historic events through the eyes and experiences of those who were there. (Taken from National Standards for History for Grades K-4).
		Standard 5 - Civics, Citizenship, and Government	Central to civics and citizenship is an understanding of the roles of the citizen within the American constitutional democracy, and the scope and limitations of a citizen's rights and responsibilities.	Understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities.

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Social Studies	Intermediate	Standard 5 - Civics, Citizenship, and Government	The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for Civics and Government, 1994).	Value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality.
	Commencement	Standard 1 - History of the United States and New York	Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture.
		Standard 1 - History of the United States and New York	Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history.
		Standard 1 - History of the United States and New York	The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.	Analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans.
		Standard 5 - Civics, Citizenship, and Government	Central to civics and citizenship is an understanding of the roles of the citizen within the American constitutional democracy, and the scope and limitations of a citizen's rights and responsibilities.	Understand how citizenship includes the exercise of certain personal responsibilities, including voting, considering the rights and interests of others, behaving in a civil manner, and accepting responsibility for the consequences of one's actions (Adapted from The National Standards for Civics and Government, 1994).

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Social Studies	Commencement	Standard 5 - Civics, Citizenship, and Government	The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for Civics and Government, 1994).	Identify, respect, and model those core civic values inherent in our founding documents that have been forces for unity in American society.

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Renaissance Painting: An Overview

Grades 9-12

Selected paintings from the CMA collection help acquaint students with the Renaissance, the transitional period of European history in which learning and the arts blossomed and medieval thought was gradually subjected to the beginnings of scientific scrutiny. Portraiture, early landscape elements, and contemporary details in these works show the artists' growing attention to the world around them. Specialized vocabulary words (e.g. perspective, patron, altarpiece, tondo) introduce basic concepts related to Renaissance painting.

This lesson includes teaching extensions on one-point perspective in which students give flat shapes the appearance of three dimensional objects by drawing converging lines to a vanishing point. These same principles are used in a follow up project for drawing a room in 3-D. Further, a videoconference viewing guide on perspective adds an engaging interactivity to this distance learning lesson.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Use the language of art criticism by reading and discussing critical reviews in newspapers and journals and by writing their own critical responses to works of art (either their own or those of others).

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Explain the visual and other sensory qualities in art and nature and their relation to the social environment.
			Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.
Social Studies	Commencement	Standard 2 – World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
			Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
			Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
English Language Arts	Grades 9, 10, 11 and 12	Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts

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Scary Art

Grades 7-12

Fun for Halloween or anytime -- a distance learning program featuring goblins, witches and dastardly doings! Explore otherworldly paintings and prints by Francisco Goya, Salvator Rosa and Albert Pinkham Ryder for an art journey to the other side.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Intermediate	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Discuss and write their analyses and interpretations of their own works of art and the art of others, using appropriate critical language.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures.

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art. Develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey. Interpret the meaning of works and artifacts in terms of the cultures that produced them.
English Language Arts	Grades 9, 10, 11 and 12	Standard 2 – Students will read, write, listen and speak for literary response and expression	Writing	Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts

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Spanish Art

Grades 9-12

This lesson features paintings by artists working from or born in Spain. Renaissance, Baroque and Modern Spanish art offer a varied stylistic range to students as well as information on the cultural and historical context of the works highlighted. Many of the artists—El Greco, Goya and Picasso, for example—are among the best known in western art history and may already be familiar to the students. Portions of this lesson can be presented in beginning, intermediate or advanced Spanish, making it suitable for all levels of foreign language studies.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Commencement General Education	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Use the language of art criticism by reading and discussing critical reviews in newspapers and journals and by writing their own critical responses to works of art (either their own or those of others). Explain the visual and other sensory qualities in art and nature and their relation to the social environment. Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.
	Commencement Major Sequence	Standard 3 - Responding to and Analyzing Works of Art	Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Using the language of art criticism, describe the visual and functional characteristics of works of art and interpret the relationships of works of art one to another, to describe the impact of the work on the viewer. Demonstrate an understanding of art criticism, art histories, and aesthetic principles and show their connections to works of art.

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Languages Other Than English	Checkpoint B	Standard 2 - Cultural Understanding	Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.	Exhibit more comprehensive knowledge of cultural traits and patterns.
	Checkpoint C	Standard 2 - Cultural Understanding	Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.	Demonstrate sophisticated knowledge of cultural nuances in a target language culture.
Social Studies	Commencement	Standard 2 - World History	Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
English Language Arts	Grade 9	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.
	Grade 10	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.
	Grade 11	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, and academic library resources for information and research.
	Grade 12	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, academic, and special library resources for information and research.

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Tessellation Exploration!

Grades 9-12

What is the difference between a regular tessellation and a semi-pure tessellation? Where does the term tessellation originate, and what is the sum of angles around one vertex in a tessellation of the plane by polygons? Treat your class to an art-filled math experience using museum objects and patterned surfaces to explore different math concepts about tessellations and polygons.

NYS Learning Standards Addressed

SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 2 - Knowing and Using Arts Materials and Resources	Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	Interact with professional artists and participate in school-and community-sponsored programs by art organizations and cultural institutions.
		Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Visual Arts	Commencement	Standard 3 - Responding to and Analyzing Works of Art	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	Develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey.
Mathematics, Science and Technology	Grades 9 thru 12	Standard 3 - Mathematics	Problem Solving	G.PS.2 Observe and explain patterns to formulate generalizations and conjectures
			Communication	G.CM.11 Understand and use appropriate language, representations, and terminology when describing objects, relationships, mathematical solutions, and geometric diagrams G.CM.12 Draw conclusions about mathematical ideas through decoding, comprehension, and interpretation of mathematical visuals, symbols, and technical writing
			Connections	G.CN.1 Understand and make connections among multiple representations of the same mathematical idea
			Connections	G.CN.6 Recognize and apply mathematics to situations in the outside world

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
Mathematics, Science and Technology	Grades 9 thru 12	Standard 3 - Mathematics	Representation	G.R.1 Use physical objects, diagrams, charts, tables, graphs, symbols, equations, or objects created using technology as representations of mathematical concepts
				G.R.3 Use representation as a tool for exploring and understanding mathematical ideas
Social Studies	Commencement	Standard 2 - World History	<p>The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p> <p>The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>	View history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents.
				Understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time.
				Understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras.
		Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.	Analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey.
English Language Arts	Grade 9	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.
	Grade 10	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school and public library resources for information and research.

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SUBJECT	LEVEL	STANDARD	KEY IDEA / SKILL / STRAND	PERFORMANCE INDICATOR
English Language Arts	Grade 11	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, and academic library resources for information and research.
	Grade 12	Standard 1 - Students will read, write, listen, and speak for information and understanding	Reading	Locate and use school, public, academic, and special library resources for information and research.