

Appendix 1: Implementing Teaching Standards

- 4.v.1 Use the language of visual arts to communicate effectively.
 - 4.V.1.1 Use appropriate art vocabulary to compare artists' styles.
 - 4.V.1.2 Apply personal choices while creating art.
 - 4.V.1.3 Infer meaning from art.
- 4.v.2 Apply creative and critical thinking skills to artistic expression.
 - 4.V.2.1 Identify different successful solutions to artistic problems.
- 4.v.3 Create art using a variety of tools, media, and processes, safely and appropriately.
 - 4.V.3.3 Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.
- 4.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.
 - 4.CX.1.4 Explain how place and time influence ideas, issues, and themes found in art.
- 4.CR.1 Use critical analysis to generate responses to a variety of prompts.
 - 4.CR.1.1 Use visual clues to interpret the content of art.

By approaching this unit from many angles with many different teachers, we are tackling the complexities of the time period in ways that are relatable to students. Students ability to explain how the world that the impressionists lived in directly influenced the art that they made and how they promoted their art through the creation of group gallery shows is a complex standard to try to tackle, but is easily manageable when we approach this from a more historical eye. Art criticism and creative thinking is a practiced skill that students in my art program are well versed in. Within that students are constantly searching for meaning through visual context clues.