



## **Museum of Russian Icons Alignment with the Massachusetts Visual Arts, History and Social Science, and English Language Arts Curriculum Frameworks**

Depending on the program you select, a visit to the Museum can meet many of the curriculum standards listed below. Contact the Museum to ask about tailoring your program to your curriculum needs.

### **LEARNING STANDARDS FOR THE VISUAL ARTS:**

**Learning Standard 1: Methods, Materials, and Techniques. Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.**

1.1 Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects.

1.2 Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media.

1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques.

1.5 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium.

1.6 Create artwork that demonstrates an awareness of the range and purpose of tools such as pens, brushes, markers, cameras, tools and equipment for printmaking and sculpture, and computers.

1.7 Use the appropriate vocabulary related to the methods, materials, and techniques students have learned and used in grades PreK–8.

1.11 Explore a single subject through a series of works, varying the medium or technique.

**Learning Standard 2: Elements and Principles of Design. Students will demonstrate knowledge of the elements and principles of design.**

2.1 For color, explore and experiment with the use of color in dry and wet media. Identify primary and secondary colors and gradations of black, white and gray in the environment and artwork. Explore how color can convey mood and emotion.

2.2 For line, explore the use of line in 2D and 3D works. Identify a wide variety of types of lines in the environment and in artwork.

2.3 For texture, explore the use of textures in 2D and 3D works. Identify a wide variety of types of textures, for example, smooth, rough, and bumpy, in the environment and in artwork. Create representations of textures in drawings, paintings, rubbings, or relief.

2.4 For shape and form, explore the use of shapes and forms in 2D and 3D works. Identify simple shapes of different sizes, for example, circles, squares, triangles, and forms, for example, spheres, cones, cubes, in the environment and in artwork.

2.5 For pattern and symmetry, explore the use of patterns and symmetrical shapes in 2D and 3D works. Identify patterns and symmetrical forms and shapes in the environment and artwork. Explain and demonstrate ways in which patterns and symmetrical shapes may be made.

2.6 For space and composition, explore composition by creating artwork with a center of interest, repetition, and/or balance. Demonstrate an understanding of foreground, middle ground, and background. Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis.

2.8 For line, use and be able to identify various types of line.

2.10 For shape, form, and pattern, use and be able to identify an expanding and increasingly sophisticated array of shapes and forms, such as organic, geometric, positive and negative, or varieties of symmetry.

2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others. Review systems of visualizing information and depicting space and volume, for example, scale and vanishing point, linear, atmospheric, and isometric perspective; and create works using these systems.

**Learning Standard 3: Observation, Abstraction, Invention, and Expression.**  
**Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.**

3.5 Create symbolic artwork by substituting symbols for objects, relationships, or ideas.

3.7 Create artwork that shows knowledge of the ways in which architects, craftsmen, and designers develop abstract symbols by simplifying elements of the environment.

3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations.

**Learning Standard 5: Critical Response. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.**

5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.

5.6 Demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas, for example, literal representation, simplification, abstraction, or symbolism.

5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary.

5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor.

5.12 Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art.

**Learning Standard 6: Purposes of the Arts. Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings**

6.1 When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, "What is the artist trying to say?" "Who made this, and why?" "How does this work make me feel?"

6.3 Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of people living at a particular time in history.

6.4 Describe how artistic production can shape and be influenced by the aesthetic preferences of a society

6.7 Compare examples of works in one arts domain (dance, music, theatre, visual arts, or architecture) from several periods or cultures and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events.

**Learning Standard 7: Roles of Artists in Communities. Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.**

7.2 Describe the roles of artists in specific cultures and periods, and compare similarities and differences in these roles, considering aspects such as:

- the conditions under which artists created, performed, and/or exhibited work and the status of artists;
- the sources of support for the arts; and
- the ways, such as apprenticeship or training, in which students learned the skills and knowledge that qualified them to produce or perform artistic work.

**Learning Standard 8: Concepts of Style, Stylistic Influence, and Stylistic Change. Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.**

8.2 Perform or create works inspired by historical or cultural styles.

8.8 Identify the stylistic features of a given work and explain how they relate to aesthetic tradition and historical or cultural contexts.

**Learning Standard 9: Inventions, Technologies and the Arts. Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.**

9.7 Identify and describe the examples of the persistence of traditional historical materials and technologies in contemporary artworks.

9.8 Evaluate the effectiveness of the use of a particular technology to achieve an artistic effect.

9.9 Identify and describe how some contemporary artists concentrate on the use of technologies and inventions of the past to achieve specific artistic effects.

**Learning Standard 10: Interdisciplinary Connections. Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.**

10.2 Continue the above and apply knowledge of other disciplines in learning in and about the arts.

10.3 Continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines.

10.4 Continue the above and integrate knowledge from various disciplines and cultural resources.

## HISTORY AND SOCIAL SCIENCE FRAMEWORK

### 6<sup>th</sup> Grade History Massachusetts Framework (World Geography)

- 7. Use the following demographic terms correctly: *ethnic group, religious group, and linguistic group*. (G)
- 11. Give examples of products that are traded among nations, and examples of barriers to trade in these or other products. (E)
- 12. Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)

### 7<sup>th</sup> Grade (World History, Ancient and Classical Civilizations)

- 2. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (*decade, age, era, century, millennium, AD/CE, BC/BCE, c., and circa*). Identify in BC/BCE dates the higher number as indicating the older year (*that is, 3000 BC/BCE is earlier than 2000 BC/BCE*) (H)
- 3. Construct and interpret timelines of events and civilizations studied. (H)
- 7. Define and use correctly words and terms relating to government such as *city-state, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law, and military*. (C)
- 8. Define and apply economic concepts learned in prekindergarten through grade 6:
  - *producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, prices, markets, scarcity, trade, barter, money, medium of exchange, supply, and demand*. (E)
- 7.41 Describe the origins of Christianity and its central features. (H)
  - A. monotheism
  - B. the belief in Jesus as the Messiah and God's son who redeemed humans from sin
  - C. the concept of salvation
  - D. belief in the Old and New Testament
  - E. the lives and teachings of Jesus and Saint Paul

### 8-12<sup>th</sup> Grade (Pathways)

- 2. Identify multiple ways to express time relationships and dates (for example, *1066 AD is the same as 1066 CE, and both refer to a date in the eleventh or 11<sup>th</sup> century, which is the same as the 1000s*). Identify countries that use a different calendar from the one used in the U.S. and explain the basis for the difference. (H)
- 7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)

- 12. Define and use correctly the following words and terms: *Magna Carta*, *parliament*, *habeas corpus*, *monarchy*, and *absolutism*. (C)
- 13. Define and use correctly *mercantilism*, *feudalism*, *economic growth*, and *entrepreneur*. (E)
- WHIII: C. the growing power of Russian tsars, including the attempts at Westernization by Peter the Great, the growth of serfdom, and Russia's rise as an important force in Eastern Europe and Asia
- 17C. the collapse of the Romanov dynasty and the subsequent Bolshevik Revolution and Civil War in Russia

## ENGLISH LANGUAGE ARTS STANDARDS

### Language Strand:

- Standard 1: Discussion: Students will use agreed-upon rules for informal and formal discussions in small and large groups.
- Standard 2: Questioning, Listening, and Contributing: Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.
- Standard 3: Oral Presentation: Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
- Standard 4: Vocabulary and Concept Development: Students will understand and acquire new vocabulary and use it correctly in reading and writing.
- Standard 6: Formal and Informal English: Students will describe, analyze, and use appropriately formal and informal English.

### Reading and Literature Strand:

- Standard 8: Understanding a Text: Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
- Standard 9: Making Connections: Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.
- Standard 16: Myth, Traditional Narrative, and Classical Literature: Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

### Learning Standard 1:

- 1.1: Follow agreed-upon rules for discussion.
- 1.3: Apply understanding of agreed-upon rules and individual roles in order to make decisions.

### Learning Standard 2:

- 2.1: Contribute knowledge to class discussion in order to develop a topic for a class project.

- 2.5: Summarize in a coherent and organized way information and ideas learned from a focused discussion.
- 2.6: Analyze differences in responses to focused group discussion in an organized and systematic way.

Learning Standard 3:

- 3.3: Adapt language to persuade, to explain, or to seek information.
- 3.4: Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation.

Learning Standard 4:

- 4.10: Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words.
- 4.13: Determine the meaning of unknown words using their context.
- 4.17: Determine the meaning of unfamiliar words using context clues
- 4.18: Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.
- 4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.
- 4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.

Learning Standard 5:

- 5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.
- 5.29: Describe the origins and meanings of common words and foreign words or phrases used frequently in written English, and show their relationship to historical events or developments.
- 5.32: Explain and evaluate the influence of the English language on world literature and world cultures.
- 5.33: Analyze and explain how the English language has developed and been influenced by other languages.

Learning Standard 6:

- 6.6: Identify differences between oral and written language patterns.

Learning Standard 7:

- 7.1: Demonstrate understanding of the forms and functions of written English.
- 7.9: Read grade-appropriate imaginative/literary and informational/expository text with comprehension
- 7.10: Read aloud grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.

Learning Standard 8:

- 8.4: Make predictions about the content of the text using prior knowledge and text features
- 8.5: Retell important facts from a text heard or read.
- 8.9: Make predictions about the content of a text using prior knowledge and text features, and explain whether they were confirmed or disconfirmed and why.
- 8.10: Restate main ideas.
- 8.15: Locate facts that answer the reader's questions.
- 8.17: Distinguish fact from opinion or fiction.
- 8.18: Summarize main ideas and supporting details.
- 8.21: Recognize organizational structures..
- 8.22: Identify and analyze main ideas, supporting ideas, and supporting details.

Learning Standard 9:

- 9.4: Relate a literary work to information about its setting.
- 9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.

Learning Standard 16:

- 16.10: Identify and analyze similarities and differences in mythologies from different cultures.

Learning Standard 26:

- 26.3: Identify techniques used in educational reference software and websites and describe how these techniques are the same as or different from the techniques used by authors and illustrators of print materials.