



Museum of Russian Icons Curriculum Alignment with the Vermont Fields of Knowledge Standards in Arts, Language, and Literature; History

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.

ARTS, LANGUAGE, AND LITERATURE STANDARDS

Critical Response

Eras and Styles

5.1: Students demonstrate understanding of the historical eras, styles, and evolving technologies that have helped define forms and structures in the arts, language, and literature.

Times and Cultures

5.2: Students demonstrate how literature, philosophy, and works in the arts influence and reflect their time and their local and regional culture.

Universal Themes

5.3: Students discover universal themes by comparing a broad range of cultural expressions from various times and places.

Aesthetic Judgment

5.4: Students form aesthetic judgment, using appropriate vocabulary and background knowledge to critique their own work and the work of others, and to support their perception of work in the arts, language, and literature.

Point of View

5.5: Students develop a point of view that is their own (e.g., personal standards of appreciation for the arts, language, and literature).

Critique and Revision

5.6: Students review others; critiques in revising their own work, separating personal opinion from critical analysis.

Artistic Process

Intent

5.22: Students convey artistic intent from creator to viewer or listener.

Critique

5.23: Students critique their own and others; works in progress, both individually and in groups, to improve upon intent.

Artistic Problem Solving

5.24: Students solve visual, spatial, kinesthetic, aural, and other problems in the arts.

Exemplary Works

5.25: Students demonstrate knowledge of exemplary works in the arts from a variety of cultures and historical periods.

Analysis

5.26: Students develop and present basic analyses of works in the arts from structural, historical, economic, and cultural perspectives.

Perspective

5.27: Students combine perspectives to develop and present basic analyses of works in the arts, and they convey the ability to evaluate work in the various arts disciplines.

Elements, Forms, and Techniques in the Arts**Artistic Proficiency**

5.28: Students use art forms to communicate, showing the ability to define and solve artistic problems with insight, reason, and technical proficiency. This is evident when students:

Prek-4

5.28.a. Use dance, music, theater, and visual arts to communicate.

Grades 5-8

5.28.aa. Communicate at a basic level in dance, music, theater, and visual arts.

Grades 9-12

5.28.aaa. Communicate proficiently in at least one art form.

Visual Arts

5.29: Students use the elements and principles of two- and three-dimensional design in the visual arts, including line, color, shape, and texture, in creating, viewing, and critiquing.

5.30: Students use a variety of visual arts media (e.g., clay, tempera, watercolor, paper maché, animation, computer-aided design, video) to show an understanding of the different properties each possesses.

HISTORY

Historical Connections

6.4: Students identify major historical eras and analyze periods of transition in various times in their local community, in Vermont, in the United States, and in various locations world wide, to interpret the influence of the past on the present. This is evident when students:

PreK-4

6.4.a. Demonstrate understanding of concepts of past, present and future (e.g., create time lines, create chronologies based on narratives, compare and contrast family life, or school, and community life in different periods);

6.4.c. Investigate the impact of new knowledge and inventions (e.g., the knowledge of fire, the printing press, the cotton gin, train, automobile, textile, machine, electricity, steam); and

6.4.d. Identify and sequence patterns of change and compare historical data from Vermont, the U.S. and the world by examining:

WORLD

- family and community; life now and in the past
- major discoveries in science and technology, their social and economic effects, and the scientists and inventors responsible for them.

Grades 5-8

6.4.aa. Demonstrate the ways that time has been organized throughout history (e.g. linear, cyclical) and various dating system (e.g., A.D., B.C.); and

6.4.dd. Sequence historical eras; identify the characteristics of transitions between eras, being sure to make connections to the present; and research, examine, and analyze historical data from each era:

Rise of Institutions and Empires - 500 CE

- analyze governments and religions (e.g. Greece and China)
- analyze economic systems and trade (e.g. in Africa)

Expanding Exchange and Encounters through the First Global Age 500 – 1500

- describe Feudal systems and the Renaissance (e.g. in Italy and Japan)
- examine the rise of trading centers and cultures in conflict (e.g. Aztec and African empires),

Grades 9-12

6.4.ddd. Sequence historical eras; identify the characteristics of transitions between eras, being sure to make connections to past and present; and research, analyze, and synthesize historical data from each era:

Age of Revolution (1689-1920)

- analyze the nature of political, economic, industrial, and social revolutions (e.g. Glorious Revolution, American Revolution, French Revolution, Russian Revolution, Industrial Revolution)

Patterns of Global Change (1815-1918)

- investigate colonization/Imperialism/conflict (e.g. Africa, Asia, South America, Australia)

Modern 1914- present

- analyze the causes and consequences of WW I and the collapse of European world order
- describe the rise of totalitarian governments(e.g., fascist, Nazi and communist) and their effects (e.g., the Cold War)
- analyze the transition from colonialism to independence (e.g. India Asia, Africa)
- examine the promises and paradoxes of the 20th century (e.g. dealing with continuing technological, environmental and human rights issues)

GEOGRAPHY

Geographical Knowledge

6.7: Students use geographical knowledge and images of various places to understand the present, communicate historical interpretations, develop solutions for problems, and plan for the future. This is evident when students:

Prek-4

- 6.7.c. Make and use a grid (coordinate) system to give locations. Locate on a map and globe the cardinal directions, poles, equator, tropics, Arctic and Antarctic circles;
- 6.7.d. Use scale to calculate and estimate distance on a map; and
- 6.7.e. Make and use legend/keys on a variety of thematic maps.

Grades 5-8

- 6.7.aa. Describe such spatial patterns as population distributions, land use patterns, climate, transportation networks in Vermont, the United States, and the world;
- 6.7.bb. Locate the physical, political and cultural regions of Vermont, the United States, and of the world. Locate major mountain ranges, major rivers, major climate and vegetation zones;
- 6.7.cc. Create a thematic map from spatial data and describe the patterns of spatial variation. (e.g., map birth rate data for the United States); and
- 6.7.dd. Use map and atlas resources to compare and contrast patterns of spatial variation (e.g. contrast the global distribution of developed countries with the distribution of developing countries).

Grades 9-12

- 6.7.aaa. Use data from an analysis of global distribution of human population and interpret interrelationships among population distribution, land use patterns, landforms, climate, transportation networks, to propose solutions to global problems

- 6.7.bbb. Map, compare and contrast the location of major ethnic, religious, industrial, and political regions of the world over time;
- 6.7.ccc. Analyze causes of patterns of spatial variation and use this information to identify trends and make predictions. (e.g., infant mortality, population density, interstate highways, elevation, and precipitation); and
- 6.7.ddd. Use map, atlas, and computer resources to analyze perspectives and evaluate the best location for a spatial feature. (e.g. factory, school, landfill, wastewater plant, hospital, bridge, etc.).

ENGLISH LANGUAGE ARTS

Listening: Clarification and Restatement

1.11 Students listen actively and respond to communications. This is evident when students:

Prek-4

- 1.13.a. Ask clarifying questions;
- 1.13.b. Restate; and
- 1.13.c. Respond through discussion, writing, and using art forms.

Grades 5-8

Evidence Prek-4 applies.

Grades 9-12

Evidence Prek-4 applies.

Critique

1.14 Students critique what they have heard (e.g., music, oral presentation). This is evident when students:

Prek-4

- 1.14.a. Observe;
- 1.14.b. Describe;
- 1.14.c. Extend;
- 1.14.d. Interpret; and
- 1.14.e. Make connections

Grades 5-8

Evidence Prek-4 applies.

Grades 9-12

Evidence Prek-4 applies.

Expression: Speaking

1.15 Students use verbal and nonverbal skills to express themselves effectively. This is evident when students:

Prek-4

1.15.a. Share information;

1.15.b. Use accepted conventions of the English language (e.g., grammar, usage, word choice, pronunciation) in formal settings (e.g., class presentations, job interviews);

1.15.c. Show awareness of an audience by planning and adjusting to its reaction;

1.15.d. Make effective use of such devices as pace, volume, stress, enunciation, and pronunciation;

1.15.e. Use language expressively and persuasively; and

1.15.f. Constructively express preferences, feelings, and needs.

Grades 5-8

Evidence Prek-4 applies, plus

1.15.g. Assume roles in group communication tasks.

Grades 9-12

Evidence PreK-8 applies.

Reasoning and Problem Solving Standards

Questioning: Types of Questions

2.1 Students ask a variety of questions. This is evident when students:

Prek-4

2.1.a. Ask questions about how things get done and how they work;

2.1.b. Ask questions to determine why events occur;

2.1.c. Ask questions that compare and contrast, to determine similarities and differences;

2.1.d. Ask questions that help make connections within and across fields of knowledge and/or between concepts; and

2.1.e. Ask reflective questions that connect new ideas to personal experience.

Grades 5-8

Evidence Prek-4 applies, plus

2.1.f. Ask critical evaluation questions that judge the quality of evidence from within a problem, text, work of art, etc.

Grades 9-12

Evidence a., b., c., d., and e applies, plus

2.1.ff. Ask critical evaluation questions that judge the quality of evidence from experts, evidence from other disciplines, etc.