

This matrix provides teachers with a sense of how our school tour program can support curriculum standards for Pre-K – Grade 12 classes. The standards included in this document are drawn from [Massachusetts' frameworks](#), and include English Language Arts, Visual Arts, Foreign Languages, US History, and Science & Technology/Engineering; of course, we will happily work with teachers and standards from other states as well. If you have any questions, please contact us at [education@clarkart.edu](mailto:education@clarkart.edu).

<p style="text-align: center;"><b>Clark Theme I: Exploring Art</b></p> <p style="text-align: center;">This tour is designed to share the joys and value of engaging with art. Students will be introduced to a variety of works in the collection and will learn how to think about and talk about art in general. More experienced art classes can focus on particular concepts or ideas that they may be studying. Classes studying photography, drawing, and printmaking can arrange to visit our <a href="#">Manton Study Center for Works on Paper</a>. All students will consider how the arts can enrich human understanding. Suitable for all ages. This tour can be tailored for different grades and learning goals.</p>	
<p><a href="#">ELA</a>, Pre-K-12</p>	<p><a href="#">Visual Arts</a>, Pre-K-12</p>
<p><b>English Language Arts Standards- College and Career Readiness Anchor Standards for Speaking and Listening:</b></p> <p><b>Comprehension and Collaboration:</b>            CCSS.ELA-LITERACY.CCRA.SL.1            Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.2            Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.3            Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>Presentation of Knowledge and Ideas:</b>            CCSS.ELA-LITERACY.CCRA.SL.4            Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.5            Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.6            Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>Cluster 1: Creating art with artistic intent.</b>            Artistically literate students generate, organize, and refine artistic ideas using a variety of strategies and tools to serve an intended purpose for their artistic work.  <b>Practice 1. Generate and conceptualize artistic ideas and work.</b> Through exploration, students generate a wide variety of innovative ideas while expanding the boundaries of connection, style, genre, or medium.  <b>Practice 2. Organize and develop artistic ideas and work.</b> Using a myriad of tools (e.g., brainstorm, sketches, outlines), students plan and organize their ideas to best support their artistic intent.  <b>Practice 3. Refine and complete artistic work.</b> Through a variety of strategies (e.g., teacher or peer feedback, exploration, research, self-reflection), students conceive and revise their artistic ideas to better express, evoke, or communicate their artistic intent.</p> <p><b>Cluster 2: Presenting or performing artistic works to evoke, express, or communicate.</b>            Artistically literate students share their creations with an audience or viewers to evoke, express, or communicate an intended purpose or meaning. They recognize choices and make improvements within their own work or performance aligned with their artistic intent.  <b>Practice 4. Select, analyze, and interpret artistic work for presentation.</b> When performing work written by others, students interpret the creator's script or score to convey the artist's intention. When sharing their own work, students reflect on how their performance or presentation best supports their artistic intent.  <b>Practice 5. Develop and refine artistic techniques and work for presentation.</b> Through the practice and development of technical skills, and the refining of details, students polish a work for presentation.  <b>Practice 6. Convey meaning through the presentation of artistic work.</b> Through the presentation of an artistic work, students successfully evoke, express, or communicate the artistic intent.</p> <p><b>Cluster 3: Responding to arts through intellect and emotion.</b>            Artistically literate students regularly analyze and evaluate their own and others' works of art, including the work of peers and important artwork from varied historical periods and cultures. These students understand that artistic intent is profoundly intertwined with an artist's cultural milieu, and they use this understanding to guide their own reactions to works of art. Learning to appreciate artistic works is a lifelong cumulative experience. It is fostered through repeated performing, listening, looking, reading, and by pondering questions such as <i>What did the artist mean to convey? Why has this work of art endured? What makes a work of art significant to its time and place?</i>  <b>Practice 7. Perceive and analyze artistic work.</b> Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork, such as the elements and principles of design, support the creator's intent.  <b>Practice 8. Interpret intent and meaning in artistic work.</b> Through observation, discussion, or research, students reflect on an artistic work to discern what it evokes, expresses, or communicates to them.  <b>Practice 9. Apply criteria to evaluate artistic work.</b> Students evaluate an artwork's effectiveness at evoking, expressing, or communicating artistic intent using either self-, group-, teacher-, or externally created criteria.</p>

**Cluster 4: Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.**

Artistically literate students discern connections between personal, societal, historical, and cultural contexts as well as multi-disciplinary knowledge when they reflect upon, interpret, respond to, and create artwork. These students understand that diverse forces influence how they view their own artwork as well as the art of others. As artistically literate people, they recognize the powerful influence and impact of the arts on society, history, and culture, as well as their own lives.

**Practice 10. Synthesize and relate knowledge and personal experiences to make art.** Students draw from their personal and artistic experiences and their multi-disciplinary knowledge when envisioning and creating original art works that reflect their own artistic identity.

**Practice 11. Relate artistic ideas and works to societal, historical, and cultural contexts to deepen understanding.** Students can articulate how societal, historical, and cultural forces have influenced artistic works, styles and genres, and vice versa.

## Clark Theme II: Art and the Language Arts

Students at all grade levels can use works of art to explore different types of writing. Some works of art illustrate specific narratives or relate directly to mythology, literature, and poetry, while others may offer excellent starting points for students to create their own stories, essays, or poems. Looking at art offers a wonderful opportunity to think about people—the artists, the subjects in their pictures, and ourselves—and to gather inspiration for creative or expository writing. Writing activities for students may be incorporated into a gallery tour or independent writing time can be organized before or after a tour. Suitable for all ages. This tour can be tailored for different grades and learning goals.

### ELA, Speaking and Listening, Pre-K-12

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

##### Comprehension and Collaboration:

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

##### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.CCRA.SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### ELA, Writing, Pre-K-12

#### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology to produce and publish writing and to interact and collaborate with others.

#### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### Visual Arts, Pre-K-12

#### Cluster 1: Creating art with artistic intent.

Artistically literate students generate, organize, and refine artistic ideas using a variety of strategies and tools to serve an intended purpose for their artistic work.

**Practice 1. Generate and conceptualize artistic ideas and work.** Through exploration, students generate a wide variety of innovative ideas while expanding the boundaries of connection, style, genre, or medium.

**Practice 2. Organize and develop artistic ideas and work.** Using a myriad of tools (e.g., brainstorm, sketches, outlines), students plan and organize their ideas to best support their artistic intent.

**Practice 3. Refine and complete artistic work.** Through a variety of strategies (e.g., teacher or peer feedback, exploration, research, self-reflection), students conceive and revise their artistic ideas to better express, evoke, or communicate their artistic intent.

#### Cluster 2: Presenting or performing artistic works to evoke, express, or communicate.

Artistically literate students share their creations with an audience or viewers to evoke, express, or communicate an intended purpose or meaning. They recognize choices and make improvements within their own work or performance aligned with their artistic intent.

**Practice 4. Select, analyze, and interpret artistic work for presentation.** When performing work written by others, students interpret the creator's script or score to convey the artist's intention. When sharing their own work, students reflect on how their performance or presentation best supports their artistic intent.

**Practice 5. Develop and refine artistic techniques and work for presentation.** Through the practice and development of technical skills, and the refining of details, students polish a work for presentation.

**Practice 6. Convey meaning through the presentation of artistic work.** Through the presentation of an artistic work, students successfully evoke, express, or communicate the artistic intent.

#### Cluster 3: Responding to arts through intellect and emotion.

Artistically literate students regularly analyze and evaluate their own and others' works of art, including the work of peers and important artwork from varied historical periods and cultures. These students understand that artistic intent is profoundly intertwined with an artist's cultural milieu, and they use this understanding to guide their own reactions to works of art. Learning to appreciate artistic works is a lifelong cumulative experience. It is fostered through repeated performing, listening, looking, reading, and by pondering questions such as *What did the artist mean to convey? Why has this work of art endured? What makes a work of art significant to its time and place?*

**Practice 7. Perceive and analyze artistic work.** Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork, such as the elements and principles of design, support the creator's intent.

**Practice 8. Interpret intent and meaning in artistic work.** Through observation, discussion, or research, students reflect on an artistic work to discern what it evokes, expresses, or communicates to them.

**Practice 9. Apply criteria to evaluate artistic work.** Students evaluate an artwork's effectiveness at evoking, expressing, or communicating artistic intent using either self-, group-, teacher-, or externally created criteria.

#### Cluster 4: Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.

Artistically literate students discern connections between personal, societal, historical, and cultural contexts as well as multi-disciplinary knowledge when they reflect upon, interpret, respond to, and create artwork. These students understand that diverse forces influence how they view their own artwork as well as the art of others. As artistically

8. When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

literate people, they recognize the powerful influence and impact of the arts on society, history, and culture, as well as their own lives.

**Practice 10. Synthesize and relate knowledge and personal experiences to make art.** Students draw from their personal and artistic experiences and their multi-disciplinary knowledge when envisioning and creating original art works that reflect their own artistic identity.

**Practice 11. Relate artistic ideas and works to societal, historical, and cultural contexts to deepen understanding.** Students can articulate how societal, historical, and cultural forces have influenced artistic works, styles and genres, and vice versa.

### Clark Theme III: Art and Society

Works of art reflect the period in which they were made and can be used as evidence of how people lived and thought about life in different places and times. While the Clark's collection is not encyclopedic, it relates to many different cultures, historical periods, and human concerns both universal and idiosyncratic. Younger grades can focus on general themes such as families, communities, diversity, and conceptual ideas like change. For older students, a tour can be shaped to explore systems of belief, cultural values, assumptions, and even bias. This tour can be tailored for different grades and learning goals.

ELA, Pre-K-12		Visual Arts, Pre-K-12
<p><b>English Language Arts Standards- College and Career Readiness Anchor Standards for Speaking and Listening:</b></p> <p><b>Comprehension and Collaboration:</b> CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>Presentation of Knowledge and Ideas:</b> CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. CCSS.ELA-LITERACY.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>		<p><b>Visual Arts, Pre-K-12</b></p> <p><b>Cluster 1: Creating art with artistic intent.</b> Artistically literate students generate, organize, and refine artistic ideas using a variety of strategies and tools to serve an intended purpose for their artistic work. <b>Practice 1. Generate and conceptualize artistic ideas and work.</b> Through exploration, students generate a wide variety of innovative ideas while expanding the boundaries of connection, style, genre, or medium. <b>Practice 2. Organize and develop artistic ideas and work.</b> Using a myriad of tools (e.g., brainstorming, sketches, outlines), students plan and organize their ideas to best support their artistic intent. <b>Practice 3. Refine and complete artistic work.</b> Through a variety of strategies (e.g., teacher or peer feedback, exploration, research, self-reflection), students conceive and revise their artistic ideas to better express, evoke, or communicate their artistic intent.</p> <p><b>Cluster 2: Presenting or performing artistic works to evoke, express, or communicate.</b> Artistically literate students share their creations with an audience or viewers to evoke, express, or communicate an intended purpose or meaning. They recognize choices and make improvements within their own work or performance aligned with their artistic intent. <b>Practice 4. Select, analyze, and interpret artistic work for presentation.</b> When performing work written by others, students interpret the creator's script or score to convey the artist's intention. When sharing their own work, students reflect on how their performance or presentation best supports their artistic intent. <b>Practice 5. Develop and refine artistic techniques and work for presentation.</b> Through the practice and development of technical skills, and the refining of details, students polish a work for presentation. <b>Practice 6. Convey meaning through the presentation of artistic work.</b> Through the presentation of an artistic work, students successfully evoke, express, or communicate the artistic intent.</p> <p><b>Cluster 3: Responding to arts through intellect and emotion.</b> Artistically literate students regularly analyze and evaluate their own and others' works of art, including the work of peers and important artwork from varied historical periods and cultures. These students understand that artistic intent is profoundly intertwined with an artist's cultural milieu, and they use this understanding to guide their own reactions to works of art. Learning to appreciate artistic works is a lifelong cumulative experience. It is fostered through repeated performing, listening, looking, reading, and by pondering questions such as <i>What did the artist mean to convey? Why has this work of art endured? What makes a work of art significant to its time and place?</i></p>

		<p><b>Practice 7. Perceive and analyze artistic work.</b> Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork, such as the elements and principles of design, support the creator's intent.</p> <p><b>Practice 8. Interpret intent and meaning in artistic work.</b> Through observation, discussion, or research, students reflect on an artistic work to discern what it evokes, expresses, or communicates to them.</p> <p><b>Practice 9. Apply criteria to evaluate artistic work.</b> Students evaluate an artwork's effectiveness at evoking, expressing, or communicating artistic intent using either self-, group-, teacher-, or externally created criteria.</p> <p><b>Cluster 4: Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.</b> Artistically literate students discern connections between personal, societal, historical, and cultural contexts as well as multi-disciplinary knowledge when they reflect upon, interpret, respond to, and create artwork. These students understand that diverse forces influence how they view their own artwork as well as the art of others. As artistically literate people, they recognize the powerful influence and impact of the arts on society, history, and culture, as well as their own lives.</p> <p><b>Practice 10. Synthesize and relate knowledge and personal experiences to make art.</b> Students draw from their personal and artistic experiences and their multi-disciplinary knowledge when envisioning and creating original art works that reflect their own artistic identity.</p> <p><b>Practice 11. Relate artistic ideas and works to societal, historical, and cultural contexts to deepen understanding.</b> Students can articulate how societal, historical, and cultural forces have influenced artistic works, styles and genres, and vice versa.</p>
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### Clark Theme IV: French Art and Culture

The Clark is famous for its collection of French Art from the eighteenth and nineteenth centuries. French Art and Culture gallery tours will focus on these works, France's central position in Western art, and the rapid and radical changes in French and European society during this time period. This tour can be tailored for different grades and learning goals.

ELA, Pre-K-12	Foreign Languages, PreK-12	Visual Arts, Pre-K-12
<p><b>English Language Arts Standards- College and Career Readiness Anchor Standards for Speaking and Listening:</b></p> <p><b>Comprehension and Collaboration:</b>            CCSS.ELA-LITERACY.CCRA.SL.1            Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.            CCSS.ELA-LITERACY.CCRA.SL.2            Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.            CCSS.ELA-LITERACY.CCRA.SL.3            Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>Presentation of Knowledge and Ideas:</b>            CCSS.ELA-LITERACY.CCRA.SL.4            Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.            CCSS.ELA-LITERACY.CCRA.SL.5            Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.            CCSS.ELA-LITERACY.CCRA.SL.6            Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>PreK–12 STANDARD 1 Interpersonal Communication</b>            Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions. Students of classical languages will engage in simple oral exchanges and will develop reading skills with discussions of texts conducted in English.</p> <p><b>PreK–12 STANDARD 2 Interpretive Communication</b>            Students will understand and interpret ideas and information written or spoken in a language other than English. In classical language study, discussion will be conducted in English.</p> <p><b>PreK–12 STANDARD 3 Presentational Communication</b>            Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics. Presentations in classical language classes will usually take the form of speaking or writing in English.</p> <p><b>PreK–12 STANDARD 4 Cultures</b>            Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts. In classical language study, discussion and writing will be in English.</p> <p><b>PreK–12 STANDARD 5 Linguistic Comparison</b>            Students will demonstrate an understanding of the nature of language through comparison of the language studied with their own. In classical language study, discussion and writing will be in English.</p> <p><b>PreK–12 STANDARD 6 Cultural Comparison</b>            Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own. In classical language study, discussion and writing will be in English.</p> <p><b>PreK–12 STANDARD 7 Connections</b>            Students of modern and classical languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge. In classical language study, discussion and presentations will be in English.</p> <p><b>PreK–12 STANDARD 8 Communities</b>            Students will use languages other than English within and beyond the school setting. Students of classical languages will recognize elements of classical languages and ancient cultures in the world around them, and they will share insights derived from their study of classical languages with others within and beyond the classroom setting.</p>	<p><b>Cluster 1: Creating art with artistic intent.</b>            Artistically literate students generate, organize, and refine artistic ideas using a variety of strategies and tools to serve an intended purpose for their artistic work.  <b>Practice 1. Generate and conceptualize artistic ideas and work.</b>            Through exploration, students generate a wide variety of innovative ideas while expanding the boundaries of connection, style, genre, or medium.  <b>Practice 2. Organize and develop artistic ideas and work.</b> Using a myriad of tools (e.g., brainstorm, sketches, outlines), students plan and organize their ideas to best support their artistic intent.  <b>Practice 3. Refine and complete artistic work.</b> Through a variety of strategies (e.g., teacher or peer feedback, exploration, research, self-reflection), students conceive and revise their artistic ideas to better express, evoke, or communicate their artistic intent.</p> <p><b>Cluster 2: Presenting or performing artistic works to evoke, express, or communicate.</b>            Artistically literate students share their creations with an audience or viewers to evoke, express, or communicate an intended purpose or meaning. They recognize choices and make improvements within their own work or performance aligned with their artistic intent.  <b>Practice 4. Select, analyze, and interpret artistic work for presentation.</b> When performing work written by others, students interpret the creator's script or score to convey the artist's intention. When sharing their own work, students reflect on how their performance or presentation best supports their artistic intent.</p> <p><b>Practice 5. Develop and refine artistic techniques and work for presentation.</b> Through the practice and development of technical skills, and the refining of details, students polish a work for presentation.</p> <p><b>Practice 6. Convey meaning through the presentation of artistic work.</b> Through the presentation of an artistic work, students successfully evoke, express, or communicate the artistic intent.</p> <p><b>Cluster 3: Responding to arts through intellect and emotion.</b>            Artistically literate students regularly analyze and evaluate their own and others' works of art, including the work of peers and important artwork from varied historical periods and cultures. These students understand that artistic intent is profoundly intertwined with an artist's cultural milieu, and they use this understanding to guide their own reactions to works of art. Learning to appreciate artistic works is a lifelong cumulative experience. It is fostered through repeated performing, listening, looking, reading, and by pondering questions such as <i>What did the artist mean to convey? Why has this work of art endured? What makes a work of art significant to its time and place?</i></p>

		<p><b>Practice 7. Perceive and analyze artistic work.</b> Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork, such as the elements and principles of design, support the creator's intent.</p> <p><b>Practice 8. Interpret intent and meaning in artistic work.</b> Through observation, discussion, or research, students reflect on an artistic work to discern what it evokes, expresses, or communicates to them.</p> <p><b>Practice 9. Apply criteria to evaluate artistic work.</b> Students evaluate an artwork's effectiveness at evoking, expressing, or communicating artistic intent using either self-, group-, teacher-, or externally created criteria.</p> <p><b>Cluster 4: Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.</b> Artistically literate students discern connections between personal, societal, historical, and cultural contexts as well as multi-disciplinary knowledge when they reflect upon, interpret, respond to, and create artwork. These students understand that diverse forces influence how they view their own artwork as well as the art of others. As artistically literate people, they recognize the powerful influence and impact of the arts on society, history, and culture, as well as their own lives.</p> <p><b>Practice 10. Synthesize and relate knowledge and personal experiences to make art.</b> Students draw from their personal and artistic experiences and their multi-disciplinary knowledge when envisioning and creating original art works that reflect their own artistic identity.</p> <p><b>Practice 11. Relate artistic ideas and works to societal, historical, and cultural contexts to deepen understanding.</b> Students can articulate how societal, historical, and cultural forces have influenced artistic works, styles and genres, and vice versa.</p>
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### Clark Theme V: Identity and the United States

Art often conveys personal or national identities and can illustrate particular social customs. The Clark's Henry Morris and Elizabeth H. Burrows Gallery and Lauzon Glass Study Gallery feature silver, glass objects, furnishings, and portraiture from Colonial America and the Federalist period, while the Manton Study Center for Works on Paper allows students to investigate imagery from these times, including nineteenth-century magazine illustrations and early photography. Along with paintings in the permanent collection galleries, these displays help students consider what life was like in the early days of the United States and reveal evolving ideas about national identity. This tour can be tailored for different grades and learning goals.

ELA, Pre-K-12	Grades 9-12, <a href="#">US History I</a>	Visual Arts, Pre-K-12
<p><b>English Language Arts Standards- College and Career Readiness Anchor Standards for Speaking and Listening:</b></p> <p><b>Comprehension and Collaboration:</b>                      CCSS.ELA-LITERACY.CCRA.SL.1                      Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.                      CCSS.ELA-LITERACY.CCRA.SL.2                      Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                      CCSS.ELA-LITERACY.CCRA.SL.3                      Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>Presentation of Knowledge and Ideas:</b>                      CCSS.ELA-LITERACY.CCRA.SL.4                      Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.                      CCSS.ELA-LITERACY.CCRA.SL.5                      Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.                      CCSS.ELA-LITERACY.CCRA.SL.6                      Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Topic 1. Origins of the Revolution and the Constitution [USI.T1]                      Supporting Question: How did events of the Revolutionary period inform the ideas in the Constitution?</p> <p>Topic 2. Democratization and expansion [USI.T2]                      Supporting Question: How was the balance of Federal and state authority tested in the early Republic?</p> <p>Topic 3. Economic growth in the North, South, and West [USI.T3]                      Supporting Question: How were the North, South, and West interdependent in the antebellum period?</p> <p>Topic 4. Social, political, and religious change [USI.T4]                      Supporting Question: How did religious and ethical beliefs shape American reform movements?</p> <p>Topic 5. The Civil War and Reconstruction: causes and consequences [USI.T5]                      Supporting Question: How did sectional differences over slavery in the North, South, Midwest, and West contribute to the Civil War?</p> <p>Topic 6. Rebuilding the United States: industry and immigration [USI.T6]                      Supporting Question: Industrialists have been called "Captains of Industry" and "Robber Barons." Which title is more appropriate for them and why?</p> <p>Topic 7. Progressivism and World War I [USI.T7]                      Which should take priority, domestic issues or our status as an international power?</p>	<p><b>Cluster 1: Creating art with artistic intent.</b>                      Artistically literate students generate, organize, and refine artistic ideas using a variety of strategies and tools to serve an intended purpose for their artistic work.  <b>Practice 1. Generate and conceptualize artistic ideas and work.</b>                      Through exploration, students generate a wide variety of innovative ideas while expanding the boundaries of connection, style, genre, or medium.  <b>Practice 2. Organize and develop artistic ideas and work.</b> Using a myriad of tools (e.g., brainstorm, sketches, outlines), students plan and organize their ideas to best support their artistic intent.  <b>Practice 3. Refine and complete artistic work.</b> Through a variety of strategies (e.g., teacher or peer feedback, exploration, research, self-reflection), students conceive and revise their artistic ideas to better express, evoke, or communicate their artistic intent.</p> <p><b>Cluster 2: Presenting or performing artistic works to evoke, express, or communicate.</b>                      Artistically literate students share their creations with an audience or viewers to evoke, express, or communicate an intended purpose or meaning. They recognize choices and make improvements within their own work or performance aligned with their artistic intent.  <b>Practice 4. Select, analyze, and interpret artistic work for presentation.</b> When performing work written by others, students interpret the creator's script or score to convey the artist's intention. When sharing their own work, students reflect on how their performance or presentation best supports their artistic intent.  <b>Practice 5. Develop and refine artistic techniques and work for presentation.</b> Through the practice and development of technical skills, and the refining of details, students polish a work for presentation.</p>
	<p style="background-color: #e0e0e0;"><b>Grades 9-12, <a href="#">US History II</a></b></p> <p>Topic 1. The role of economics in modern United States history                      Topic 2. Modernity in the United States: ideologies and economies                      Topic 3. Defending democracy: responses to fascism and communism                      Topic 4. Defending democracy: the Cold War and civil rights at home                      Topic 5. United States and globalization</p>	<p><b>Practice 6. Convey meaning through the presentation of artistic work.</b> Through the presentation of an artistic work, students successfully evoke, express, or communicate the artistic intent.</p> <p><b>Cluster 3: Responding to arts through intellect and emotion.</b>                      Artistically literate students regularly analyze and evaluate their own and others' works of art, including the work of peers and important artwork from varied historical periods and cultures. These students understand that artistic intent is profoundly intertwined with an artist's cultural milieu, and they use this understanding to guide their own reactions to works of art. Learning to appreciate artistic works is a lifelong cumulative experience. It is fostered through repeated performing, listening, looking, reading, and by pondering questions such as <i>What did the artist mean to convey? Why has</i></p>

		<p><i>this work of art endured? What makes a work of art significant to its time and place?</i></p> <p><b>Practice 7. Perceive and analyze artistic work.</b> Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork, such as the elements and principles of design, support the creator's intent.</p> <p><b>Practice 8. Interpret intent and meaning in artistic work.</b> Through observation, discussion, or research, students reflect on an artistic work to discern what it evokes, expresses, or communicates to them.</p> <p><b>Practice 9. Apply criteria to evaluate artistic work.</b> Students evaluate an artwork's effectiveness at evoking, expressing, or communicating artistic intent using either self-, group-, teacher-, or externally created criteria.</p> <p><b>Cluster 4: Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.</b> Artistically literate students discern connections between personal, societal, historical, and cultural contexts as well as multi-disciplinary knowledge when they reflect upon, interpret, respond to, and create artwork. These students understand that diverse forces influence how they view their own artwork as well as the art of others. As artistically literate people, they recognize the powerful influence and impact of the arts on society, history, and culture, as well as their own lives.</p> <p><b>Practice 10. Synthesize and relate knowledge and personal experiences to make art.</b> Students draw from their personal and artistic experiences and their multi-disciplinary knowledge when envisioning and creating original art works that reflect their own artistic identity.</p> <p><b>Practice 11. Relate artistic ideas and works to societal, historical, and cultural contexts to deepen understanding.</b> Students can articulate how societal, historical, and cultural forces have influenced artistic works, styles and genres, and vice versa.</p>
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### Clark Theme VI: Landscape at the Clark, Inside and Out

Inspired by our 140-acre [campus](#) as well as our collection, this theme examines the relationship between art and nature at the Clark. This tour can connect to a variety of classroom topics and curricula—from a philosophical and contemplative query exploring the relationship between human beings and the larger natural world, to an examination of the tradition of landscape painting, to a focus on specific STEAM learning objectives. *Landscape at the Clark, Inside and Out* can be conducted in our galleries and/or on our campus. This tour can be tailored for different grades and learning goals.

ELA, Pre-K-12	Science & Technology/Engineering, PreK-12	Visual Arts, Pre-K-12
<p><b>English Language Arts Standards- College and Career Readiness Anchor Standards for Speaking and Listening:</b></p> <p><b>Comprehension and Collaboration:</b>            CCSS.ELA-LITERACY.CCRA.SL.1            Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.            CCSS.ELA-LITERACY.CCRA.SL.2            Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.            CCSS.ELA-LITERACY.CCRA.SL.3            Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>Presentation of Knowledge and Ideas:</b>            CCSS.ELA-LITERACY.CCRA.SL.4            Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.            CCSS.ELA-LITERACY.CCRA.SL.5            Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.            CCSS.ELA-LITERACY.CCRA.SL.6            Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>Science and Engineering Practices:</b></p> <ol style="list-style-type: none"> <li>1. Asking questions (for science) and defining problems (for engineering)</li> <li>2. Developing and using models</li> <li>3. Planning and carrying out investigations</li> <li>4. Analyzing and interpreting data</li> <li>5. Using mathematics and computational thinking</li> <li>6. Constructing explanations (for science) and designing solutions (for engineering)</li> <li>7. Engaging in an argument from evidence</li> <li>8. Obtaining, evaluating, and communicating information</li> </ol> <p><b>Guiding Principles, Pre-K-12:</b></p> <p><b>Guiding Principle 1 (Relevance)</b>            An effective science and technology/engineering program develops students' ability to apply their knowledge and skills to analyze and explain the world around them.</p> <p><b>Guiding Principle 2 (Relevance)</b>            An effective science and technology/engineering program addresses students' prior knowledge and preconceptions.</p> <p><b>Guiding Principle 3 (Rigor)</b>            Investigation, experimentation, design, and analytical problem solving are central to an effective science and technology/engineering program.</p> <p><b>Guiding Principle 4 (Rigor)</b>            An effective science and technology/engineering program provides opportunities for students to collaborate in scientific and technological endeavors and communicate their ideas.</p> <p><b>Guiding Principle 5 (Rigor)</b>            An effective science and technology/engineering program conveys high academic expectations for all students.</p> <p><b>Guiding Principle 6 (Coherence)</b>            An effective science and technology/engineering program integrates STE learning with mathematics and disciplinary literacy.</p> <p><b>Guiding Principle 7 (Coherence)</b>            An effective science and technology/engineering program uses regular assessment to inform student learning, guide instruction, and evaluate student progress.</p>	<p><b>Cluster 1: Creating art with artistic intent.</b>            Artistically literate students generate, organize, and refine artistic ideas using a variety of strategies and tools to serve an intended purpose for their artistic work.  <b>Practice 1. Generate and conceptualize artistic ideas and work.</b>            Through exploration, students generate a wide variety of innovative ideas while expanding the boundaries of connection, style, genre, or medium.  <b>Practice 2. Organize and develop artistic ideas and work.</b> Using a myriad of tools (e.g., brainstorming, sketches, outlines), students plan and organize their ideas to best support their artistic intent.  <b>Practice 3. Refine and complete artistic work.</b> Through a variety of strategies (e.g., teacher or peer feedback, exploration, research, self-reflection), students conceive and revise their artistic ideas to better express, evoke, or communicate their artistic intent.</p> <p><b>Cluster 2: Presenting or performing artistic works to evoke, express, or communicate.</b>            Artistically literate students share their creations with an audience or viewers to evoke, express, or communicate an intended purpose or meaning. They recognize choices and make improvements within their own work or performance aligned with their artistic intent.  <b>Practice 4. Select, analyze, and interpret artistic work for presentation.</b>            When performing work written by others, students interpret the creator's script or score to convey the artist's intention. When sharing their own work, students reflect on how their performance or presentation best supports their artistic intent.  <b>Practice 5. Develop and refine artistic techniques and work for presentation.</b> Through the practice and development of technical skills, and the refining of details, students polish a work for presentation.  <b>Practice 6. Convey meaning through the presentation of artistic work.</b> Through the presentation of an artistic work, students successfully evoke, express, or communicate the artistic intent.</p> <p><b>Cluster 3: Responding to arts through intellect and emotion.</b>            Artistically literate students regularly analyze and evaluate their own and others' works of art, including the work of peers and important artwork from varied historical periods and cultures. These students understand that artistic intent is profoundly intertwined with an artist's cultural milieu, and they use this understanding to guide their own reactions to works of art. Learning to appreciate artistic works is a lifelong cumulative experience. It is fostered through repeated performing, listening, looking, reading, and by pondering questions such as <i>What did the artist mean to convey? Why has this work of art endured? What makes a work of art significant to its time and place?</i></p>

	<p><b>Guiding Principle 8 (Coherence)</b> An effective science and technology/engineering program engages all students, pre-K through grade 12.</p> <p><b>Guiding Principle 9 (Coherence)</b> An effective science and technology/engineering program requires coherent districtwide planning and ongoing support for implementation.</p>	<p><b>Practice 7. Perceive and analyze artistic work.</b> Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork, such as the elements and principles of design, support the creator's intent.</p> <p><b>Practice 8. Interpret intent and meaning in artistic work.</b> Through observation, discussion, or research, students reflect on an artistic work to discern what it evokes, expresses, or communicates to them.</p> <p><b>Practice 9. Apply criteria to evaluate artistic work.</b> Students evaluate an artwork's effectiveness at evoking, expressing, or communicating artistic intent using either self-, group-, teacher-, or externally created criteria.</p> <p><b>Cluster 4: Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.</b> Artistically literate students discern connections between personal, societal, historical, and cultural contexts as well as multi-disciplinary knowledge when they reflect upon, interpret, respond to, and create artwork. These students understand that diverse forces influence how they view their own artwork as well as the art of others. As artistically literate people, they recognize the powerful influence and impact of the arts on society, history, and culture, as well as their own lives.</p> <p><b>Practice 10. Synthesize and relate knowledge and personal experiences to make art.</b> Students draw from their personal and artistic experiences and their multi-disciplinary knowledge when envisioning and creating original art works that reflect their own artistic identity.</p> <p><b>Practice 11. Relate artistic ideas and works to societal, historical, and cultural contexts to deepen understanding.</b> Students can articulate how societal, historical, and cultural forces have influenced artistic works, styles and genres, and vice versa.</p>
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