

Diocese of Sioux City  
Art Standards and Benchmarks  
Grade Level 5-8

**Standard 1:** Understanding and applying media, techniques, and processes

**A.** Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices (

**Vocabulary:**

- Art materials
- Art technique
- Art process
- Communication

**Objective:**

- Artistic skills
- Art techniques
- Art materials
- Art process
- Communication

**B.** Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

**Vocabulary:**

- Art medium
- Art technique
- Art process
- Communication

**Objective:**

- Artistic skills
- Art techniques
- Materials
- Art Process
- Communication
- Expression

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**Standard 2:** Using knowledge of structures and functions

**A.** Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work

**Vocabulary:**

- Sensory Elements
- Formal elements

**Objective:**

- Form and aesthetics
- Artistic skills
- Art techniques

**B.** Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas

**Vocabulary:**

- organizational principles
- communication

**Objective:**

- Evaluation and interpretation of art
- Artistic skills
- Art techniques
- Artistic communication
- Expression

**C.** Students select and use the qualities of structures and functions of art to improve communication of their ideas

**Vocabulary:**

- visual structure
- function of art
- communication

**Objective:**

- Artistic skills
- Art techniques
- Communication
- Expression

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**Standard 3:** Choosing and evaluating a range of subject matter, symbols, and ideas

**A.** Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks

**Vocabulary:**

- visual concept
- spatial concept
- temporal concept
- communication

**Objective:**

- Purpose and meaning of art
- Communication
- Expression

**B.** Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

**Vocabulary:**

- Subject
- theme
- symbol
- context
- aesthetics
- communication

**Objective:**

- Purpose and meaning of art
- Evaluation and interpretation of art
- Cultural context
- Artistic skills
- Art Techniques

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**Standard 4:** Understanding the visual arts in relation to history and cultures

**A.** Students know and compare the characteristics of artworks in various eras and cultures

**Vocabulary:**

- Historical context
- Cultural context
- Art materials
- Sensory elements
- Formal elements
- Technical elements
- Expressive elements

**Objective:**

- Historical context
- Cultural context

**B.** Students describe and place a variety of art objects in historical and cultural contexts

**Vocabulary:**

- historical context
- cultural context

**Objective:**

- Historical context
- Cultural context

**C.** Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influences visual characteristics that give meaning and value to a work of art

**Vocabulary:**

- Sensory elements
- Formal elements
- Technical elements
- Expressive elements
- Technology

**Objective:**

- Purpose and meaning of art
- Historical context
- Cultural context

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**Standard 5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others

**A.** Students compare multiple purposes for creating works of art.

**Vocabulary:**

- artistic purpose

**Objective:**

- Purpose and meaning of art
- Evaluation and interpretation of art

**B.** Students analyze contemporary and historic meanings in specific artworks through cultural aesthetic inquiry

**Vocabulary:**

- contemporary meaning
- historical context

**Objective:**

- Evaluation and interpretation of art
- Historical context
- Cultural context

**C.** Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

**Vocabulary:**

- culture context
- Historical context

**Objective:**

- Evaluation and interpretation of art
- Sensory elements
- Expressive elements
- Formal elements
- Historical context
- Cultural context

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**Standard 6:** Making connections between visual arts and other disciplines

**A.** Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, cultural context.

**Vocabulary:**

- Historical context
- Cultural context
- Sensory elements
- Expressive elements
- Formal elements
- Technical Elements

**Objective:**

- Historical context
- Cultural context

**B.** Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

**Vocabulary**

- Sensory elements
- Expressive elements
- Formal elements
- Technical Elements

**Objective:**

- Interdisciplinary education