



**Common Core and Georgia Performance Standards:**

***Cézanne and the Modern: Masterpieces of European Art from the Pearlman Collection***  
**Grades K-12**

The *Cézanne and the Modern: Masterpieces of European Art from the Pearlman Collection* exhibition can support the following Common Core and Georgia Performance Standards:

**Kindergarten:**

***Visual Arts:***

VAKMC.1 Engages in the creative process to generate and visualize ideas.

VAKMC.2 Formulates personal responses

VAKCU.1 Identifies artists and offers ideas about what art is and who artists are.

VAKCU.2 Views and discusses selected artworks.

VAKPR.2 Understands and applies media, techniques, and processes of two-dimensional works of art

VAKPR.3 Understands and applies media, techniques, and processes of three-dimensional works of art

VAKAR.1 Discusses his or her own artwork and the artwork of others.

VAKAR.2 Utilizes a variety of approaches to understand and critique works of art

VAKC.1 Applies information from other disciplines to enhance the understanding and production of artworks.

VAKC.2 Develops life skills through the study and production of art

***English Language Arts:***

ELACCKRL7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

ELACCKRL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

ELACCKRI7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

ELACCKRI9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

ELACCKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

ELACCKSL4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

***Social Studies:***

SSKG2 The student will explain that a map is a drawing of a place and a globe is a model of the Earth.

SSKE1 The student will describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor, and teacher).

SSKE3 The student will explain how money is used to purchase goods and services.

***Math:***

MCCK.MD.1 Describe measurable attributes of objects, such as length or weight.

Describe several measurable attributes of a single object.

MCCK.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

MCCK.G.1 Describe objects in the environment using names of shapes, and describe the relative

positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

MCCK.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

**Grade 1:**

***Visual Arts:***

VA1MC.1 Engages in the creative process to generate and visualize ideas.

VA1MC.2 Formulates personal responses

VA1MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning

VA1CU.1 Identifies artists as creative thinkers who make art and share ideas.

VA1CU.2 Views and discusses selected artworks

VA1PR.2 Understands and applies media, techniques, and processes of two-dimensional works of art

VA1PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art

VA1AR.1 Discusses his or her artwork and the artwork of others.

VA1AR.1 Discusses his or her artwork and the artwork of others.

VA1C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

VA1C.2 Develops life skills through the study and production of art

***English Language Arts:***

ELACC1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

ELACC1RL7: Use illustrations and details in a story to describe its characters, setting, or events.

ELACC1RI7: Use illustrations and details in a text to describe its key ideas.

***Social Studies:***

SS1G3 The student will locate major topographical features of the earth's surface.

SS1E1 The student will identify goods that people make and services that people provide for each other.

***Math:***

MCC1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

***Science:***

S1P1. Students will investigate light and sound.

**Grade 2:**

***Visual Arts:***

VA2MC.1 Engages in the creative process to generate and visualize ideas.

VA2MC.2 Formulates personal responses.

VA2MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.

VA2CU.1 Identifies artists as creative thinkers who make art and share their ideas.

VA2CU.2 Views and discusses selected artworks.

VA2PR.2 Understands and applies media, techniques, and processes of two-dimensional art

Processes

VA2PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art

VA2AR.1 Discusses his or her artwork and the artwork of others.

VA2AR.2 Uses a variety of approaches to understand and critique works of art.

VA2C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

***English Language Arts:***

ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELACC2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELACC2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

ELACC2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

***Math:***

MCC2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

**Grade 3:**

***Visual Arts:***

VA3MC.2 Formulates personal responses to visual imagery.

VA3MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.

VA3CU.1 Investigates and discovers the personal relationship of artist to community, culture,

and world through making and studying art.

VA3CU.2 Views and discusses selected artworks.

VA3PR.3 Creates artworks based on personal experience and selected themes.

VA3PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes

VA3PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art

VA3PR.4 Participates in appropriate exhibition(s) of artworks.

VA3AR.1 Discusses his or her artwork and the artwork of others.

VA3AR.2 Uses a variety of approaches to understand and critique works of art.

VA3C.1 Applies information from other disciplines to enhance the understanding and production of artworks

***English Language Arts:***

ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELACC3RL7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

ELACC3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

ELACC3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

ELACC3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

***Math:***

MCC3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

**Grade 4:**

***Visual Arts:***

VA4MC.1 Engages in the creative process to generate and visualize ideas.

VA4MC.2 Formulates personal responses to visual imagery.

VA4CU.1 Investigates and discovers the personal relationship of artist to the community, the culture, and world through making and studying art.

VA4CU.2 Views and discusses selected artworks

VA4PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes

VA4PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art

VA4PR.4 Plans and participates in appropriate exhibition(s) of artworks.

VA4AR.2 Uses a variety of approaches to understand and critique works of art.

VA4AR.3 Explains how selected elements and principles of design are used in an artwork to

convey meaning and how they affect personal responses to and evaluation of the artwork.

### ***Language Arts:***

ELACC4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears

ELACC4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

### **Grade 5:**

#### ***Visual Arts:***

VA5MC.1 Engages in the creative process to generate and visualize ideas.

VA5MC.2 Formulates personal responses to visual imagery.

VA5MC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning.

VA5CU.1 Investigates and discovers personal relationship to community, culture, and the world

through creating and studying art.

VA5CU.2 Views and discusses selected artworks.

VA5PR.1 Creates artworks based on personal experience and selected themes.

VA5PR.2 Understands and applies media, techniques, and processes of two-dimensional art

processes

VA5PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art

VA5PR.4 Plans and participates in appropriate exhibition(s) of artworks.

VA5AR.2 Uses a variety of approaches to understand and critique works of art.

VA5AR.3 Explains how selected principles of design are used in an artwork to convey meaning

and how they affect personal responses to and evaluation of the artwork.

VA5C.1 Applies information and processes from other disciplines to enhance the understanding

and production of artworks.

***English Language Arts:***

ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons

ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

***Science:***

S5E1. Students will identify surface features of the Earth caused by constructive and destructive processes.

**Grade 6:**

***Visual Arts:***

VA6MC.1 Engages in the creative process to generate and visualize ideas.

VA6MC.2 Identifies and works to solve visual problems through creative thinking, planning, and/or experimenting with art materials, tools and techniques.

VA6MC.3 Interprets how artists communicate meaning in their work

VA6MC.4 Engages in dialogue about his or her artwork and the artwork of others.

VA6CU.1 Discovers how the creative process relates to art history.

VA6CU.2 Investigates and discovers personal relationship to community, culture, and the world through making and studying art.

VA6AR.2 Critiques personal artworks as well as artwork of others using visual and verbal approaches

VA6AR.3 Reflects and expands use of visual language throughout the artistic Process

VA6PR.4 Plans and participates in appropriate exhibition(s) of artworks.

VA6C.2 Develops fluency in visual communication.

VA6C.3 Expands knowledge of art as a profession and/or avocation.

***Language Arts***

ELACC6RI2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

ELACC6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

ELACC6RI7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

ELACC6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### ***History***

SS6G8: The student will locate selected features of Europe.

SS6G11: The student will describe the cultural characteristics of Europe

### ***Modern Languages***

MLI.CU1 The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.

MLI.CCC5 The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.

## **Grade 7:**

### ***Visual Arts:***

VA7MC.2 Identifies and works to solve problems through creative thinking, planning, and/or experimenting with art methods and materials.

VA7MC.3 Interprets how artists create and communicate meaning in and through their work.

VA7MC.4 Participates in dialogue about his or her artwork and the artwork of others.

VA7CU.1 Discovers how the creative process relates to art history

VA7CU.2 Investigates and discovers personal relationship to community, culture, and world through creating and studying art.

VA7PR.1 Understands and applies media, techniques, and processes with care and

craftsmanship.

VA7PR.2 Creates artwork reflecting a range of concepts, ideas, and subject matter.

VA7AR.2 Critiques personal artworks as well as artwork of others using visual and verbal approaches.

VA7AR.3 Reflects and expands the use of visual language throughout the artistic process

VA7AR.4 Plans and presents appropriate exhibition(s) for work(s) of art.

### ***English Language Arts:***

ELACC7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

ELACC7RI6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

ELACC7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly

### ***Modern Languages***

MLI.CU1 The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.

MLI.CCC5 The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.

MLII.CU1 The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated.

MLII.CCC2 The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture.

## **Grade 8:**

### ***Visual Arts:***

VA8MC.3 Demonstrates how artists create and communicate meaning in artworks.

VA8MC.4 Participates in aesthetic dialogue about his or her artwork and artwork of others.

VA8CU.1 Discovers how the creative process relates to art history.

VA8CU.2 Investigates and discovers personal relationship to community, culture, and world through making and studying art.

VA8PR.2 Creates artwork reflecting a range of concepts, ideas, subject matter.

VA8AR.1 Critiques personal artworks as well as artwork of others using visual and verbal approaches.

VA8C.2 Develops fluency in visual communication.

VA8C.2 Develops fluency in visual communication.

### ***English Language Arts:***

ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

ELACC8SL2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

ELACC8SL5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

### ***Modern Languages***

MLI.CU1 The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.

MLI.CCC5 The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.

MLII.CU1 The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated.

MLII.CCC2 The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture.

### **Grades 9-12:**

***Visual Arts:***

VAHSVAMC.1 Engages in the creative process, imagines new ideas by using mental and visual imagery, and conceptualizes these ideas by using artistic language and contextual understandings and processes.

VAHSVAMC.3 Cultivates critical thinking and logical argumentation in aesthetics.

VAHSVACU.1 Articulates ideas and universal themes from diverse cultures of the past and present.

VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process of art making.

VAHSVAPR.5 Creates artwork reflecting a range of concepts, ideas, and subject matter

VAHSVAAR.1 Makes written and oral critiques of own works of art

VAHSVAAR.3 Develops multiple strategies for responding to and reflecting on artworks.

VAHSVAC.3 Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.

***Drawing:***

VAHSDRMC.1 Engages in the creative process, imagines new ideas by using mental and visual imagery, and conceptualizes these ideas by using artistic language and contextual understandings and processes.

VAHSDRMC3 Cultivates critical thinking and logical argumentation in aesthetics.

VAHSDRMC.4 Analyzes the origins of one's own ideas in relation to community, culture, and the world.

VAHSDRCU.1 Articulates ideas and universal themes from diverse cultures of the past and present.

VAHSDRCU.2 Demonstrates an understanding of how art history impacts the creative process of art making.

VAHSDRC.3 Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.

***Painting:***

VAHSPAMC.1 Engages in the creative process, imagines new ideas by using mental and visual imagery, and conceptualizes these ideas by using artistic language and contextual understandings and processes.

VAHSPAMC.3 Cultivates critical thinking and logical argumentation in aesthetics.

VAHSPAMC.4 Analyzes the origins of one's own ideas in relation to community, culture, and world.

VAHSPACU.1 Articulates ideas and universal themes from diverse cultures of the past and present.

VAHSPACU.2 Demonstrates an understanding of how art history impacts the creative process of art making.

VAHSPAC.3 Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.

### ***Sculpture:***

VAHSSCMC.1 Engages in the creative process, imagines new ideas by using mental and visual imagery, and conceptualizes these ideas by using artistic language and contextual understandings and processes.

VAHSSCMC.3 Cultivates critical thinking and logical argumentation in aesthetics

VAHSSCMC.4 Analyzes the origins of one's own ideas in relation to community, culture, and the world.

VAHSSCCU.1 Articulates ideas and universal themes from diverse cultures of the past and present.

VAHSSCCU.1 Demonstrates an understanding of how art history impacts the creative process of art making.

VAHSSCAR.2 Critiques sculptures of others individually and in group settings.

VAHSSCAR.3 Develops multiple strategies for responding to and reflecting on artworks.

VAHSSCC.3 Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.

### ***Modern Languages:***

MLI.CU1 The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.

MLI.CCC2 The students demonstrate an understanding of the significance of culture through

comparisons between the culture(s) studied and the students' own culture.

MLIII.CU1 The students understand and discuss perspectives, practices, and products of the

cultures studied and how they are interrelated.

MLIV.CU1 The students understand, describe, and discuss perspectives, practices, and products

of the cultures studied and how they are interrelated.

MLV.CU1 The students understand, describe, and discuss perspectives, practices, and products of the cultures studied and how they are interrelated.

### ***Sociology:***

SSSocC1: Students will explain the development and importance of culture.

SSSocC2: Students will evaluate how cultures develop and evolve.

SSSocC3: Students will analyze social structure and interaction within society

### ***World Geography:***

SSWG1 The student will explain the physical aspects of geography.

SSWG2 The student will explain the cultural aspects of geography.

## **Grade 9-10:**

### ***English Language Arts:***

#### ***Language and Composition:***

ELACC9-10RI7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in print and multimedia), determining which details are emphasized in

each account.

ELACC9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELACC9-10L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

knowledge when considering a word or phrase important to comprehension or expression.

***Social Studies:***

ELACC9-10RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

ELACC9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

SSWH15 The student will be able to describe the impact of industrialization, the rise of nationalism, and the major characteristics of worldwide imperialism.

**Grades 11-12:**

***English Language Arts:***

ELACC11-12RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or

live production of a play or recorded novel or poetry), evaluating how each version interprets

the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.)

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

ELACC11-12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

ELACC11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELACC11-12SL3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ELACC11-12RI7: Integrate and evaluate multiple sources of information presented indifferent

media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

ELACC11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

***Social Studies:***

ELACC11-12RH7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

ELACC11-12RH9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.