<table>
<thead>
<tr>
<th>Grade</th>
<th>Activity/Objective</th>
<th>Oklahoma PASS Skill Application</th>
</tr>
</thead>
</table>
| First Grade | **Activity:** Students will tour the Trail of Tears Art Exhibit.  
**Learning Objective:** 1) Students will be introduced to Native cultures through art. 2) Students will distinguish categories of art (pottery, baskets, sculpture, graphics, paintings, etc). 3) Student will behave appropriately in the museum.  
**Ancillary Objective:** Students will be introduced to the museum industry and careers within that industry.  
**Suggested follow up activity:** Students will make a drawing of their favored activity or art piece. | **Standard 2: Visual Art History and Culture** - The student will recognize the development of visual art from an historical and cultural perspective.  
1. Understand art reflects a culture.  
2. Identify connections between visual art and other art disciplines.  
**Standard 4: Visual Art Appreciation** - The student will appreciate visual art as a vehicle of human expression.  
1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery. |
| Second Grade| **Activity:** Students will tour the Trail of Tears Art Exhibit.  
**Learning Objective:** 1) Students will be introduced to Native cultures through art. 2) Students will distinguish categories of art (pottery, baskets, sculpture, graphics, paintings, etc). 3) Student will behave appropriately in the museum.  
**Ancillary Objective:** Students will be introduced to the museum industry and careers within that industry.  
**Suggested follow up activity:** Students will make a drawing of their favored activity or art piece. | **Standard 2: Visual Art History and Culture** - The student will recognize the development of visual art from an historical and cultural perspective.  
1. Understand art reflects the culture of its origin.  
2. Identify connections between characteristics of visual art and other art disciplines.  
**Standard 4: Visual Art Appreciation** - The student will appreciate visual art as a vehicle of human expression. |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Activity</th>
<th>Learning Objective</th>
<th>Ancillary Objective</th>
<th>Suggested follow up activity</th>
</tr>
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<tbody>
<tr>
<td>Third</td>
<td>Students will tour the Trail of Tears Art Exhibit.</td>
<td>1) Students will be introduced to Native cultures through art. 2) Students will distinguish categories of art (pottery, baskets, sculpture, graphics, paintings, etc). 3) Students will identify artists and specific works of Native Americans. 4) Students will behave appropriately in the museum.</td>
<td>Students will be introduced to the museum industry and careers within that industry.</td>
<td>Students will complete an art project based on the artwork from the art exhibit.</td>
</tr>
<tr>
<td>Fourth</td>
<td>Students will tour the Trail of Tears Art Exhibit.</td>
<td>1) Students will define art by categories (baskets, pottery, sculpture, graphics, painting, etc) 2) Students will identify artists and their artwork. 3) Students will review the “Trail of Tears” category and identify characteristic of removal from tribal homelands. 4) Students will behave appropriately in the museum.</td>
<td>Students will be introduced to the museum industry and careers within that industry.</td>
<td>Students will complete an art project inspired by the art exhibit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.</td>
<td>Standard 2: Visual Art History and Culture - The student will recognize the development of visual art from an historical and cultural perspective. 1. Understand that art reflects and describes the culture of its origin. 2. Identify connections between different styles of visual art and other art disciplines. 3. Identify specific works of art produced by artists including European, American, Native American, African American, Hispanic, and Asian art produced at different times and places. Standard 4: Visual Art Appreciation - The student will appreciate visual art as a vehicle of human expression. 1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.</td>
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</tr>
<tr>
<td>Fifth Grade</td>
<td>Activity: Students will tour the Trail of Tears Art Exhibit. Learning Objective: 1) Students will define art by categories (baskets, pottery, sculpture, graphics, painting, etc) 2) Students will apply the principles of designs on at least one piece of work in each category (baskets, pottery, graphics, etc). 3) Students will review the “Trail of Tears” category and identify characteristic of removal from tribal homelands. 4) Students will behave appropriately in the museum. Ancillary Objective: Students will be introduced to the museum industry and careers within that industry. Suggested follow up activity: Students will complete an art project inspired by the artwork from the exhibit. Students will research the number of tribes represented in Oklahoma and discover their removal to Oklahoma.</td>
<td>Standard 1: Language of Visual Art - The student will identify visual art terms (e.g., architecture, contour, medium, mixed media, perspective, symbol). 1. Describe and apply knowledge of the principles of design: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in personal artwork, and the artworks of others. 2. Describe and use the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art. Standard 2: Visual Art History and Culture - The student will recognize the development of visual art from an historical and cultural perspective. 1. Describe and place a variety of specific significant art objects by artist, style and historical and cultural context. 2. Identify themes and purposes of works of art and artifacts in history and culture. Standard 4: Visual Art Appreciation - The student will learn to appreciate visual art as a vehicle of human expression. 1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.</td>
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</tbody>
</table>
Sixth Grade  | Activity: Students will tour the Trail of Tears Art Exhibit.  
Learning Objective: 1) Students will apply the principles of designs on at least one piece of work in each category (baskets, pottery, graphics, etc). 2) Students will review the “Trail of Tears” category and identify characteristic of removal from tribal homelands. 3) Student will compare two art works from the same category identifying similarities and differences. 4) Students will behave appropriately in the museum.  
Ancillary Objective: Students will be introduced to the museum industry and careers within that industry.  
Suggested follow up activity: Students will complete an art project inspired by the artwork from the exhibit. Students will research the number of tribes represented in Oklahoma and discover their removal to Oklahoma.

| Standard 1: Language of Visual Art - The student will identify Visual Art terms (i.e., still life, contour, composition, foreshortening, foreground, perspective).  
1. Describe and apply knowledge of the principles of design: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in his/her own art work, and the art works of others.  
2. Describe and use the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art.  
3. Compare works which are similar or different in expressive quality, composition, and style.  
Standard 2: Visual Art History and Culture - The student will recognize the development of visual art from an historical and cultural perspective.  
1. Recognize and describe the cultural and ethnic traditions which have influenced the visual arts including European, American, Native American, African American, Hispanic, and Asian traditions.  
2. Describe and place a variety of specific significant art objects by artist, style and historical and cultural context. ( )  
Standard 4: Visual Art Appreciation - The student will appreciate visual art as a vehicle of human expression.  
1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery. |

Seventh  | Activity: Students will tour the Trail of Tears Art Exhibit.

| Standard 1: Language of Visual Art - The
### Learning Objective:
1. Students will apply the principles of designs on at least one piece of work in each category (baskets, pottery, graphics, etc).
2. Students will compare two art works from the same category identifying similarities and differences.
3. Students will identify characteristics of tribal customs and traditions that inspired the artwork.
4. Students will behave appropriately in the museum.

### Ancillary Objective:
Students will be introduced to the museum industry and careers within that industry.

### Suggested follow up activity:
Students will complete an art project inspired by the artwork from the exhibit. Students can research artists presenting work in the exhibit.

### Standard 2: Visual Art History and Culture -
The student will recognize the development of visual art from an historical and cultural perspective.
1. Recognize and describe the cultural and ethnic traditions which have influenced visual art including European, American, Native American, African American, Hispanic, and Asian traditions.
2. Identify and be familiar with a range of art works, identifying artist, culture and style from an historical context.

### Standard 4: Visual Art Appreciation -
The student will appreciate visual art as a vehicle of human expression.
1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.

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**Grade 8:**

**Activity:** Students will tour the Trail of Tears Art Exhibit.

**Learning Objective:**
1. Students will apply the principles of designs on at least one piece of work in each category (baskets, pottery, graphics, etc).
2. Students will compare two art works from the same category identifying similarities and differences.
3. Students will identify characteristics of tribal customs and traditions that inspired the artwork.
4. Students will behave appropriately in the museum.
<table>
<thead>
<tr>
<th>Grades</th>
<th>Activity: Students will tour the Trail of Tears Art Exhibit.</th>
<th>Standard 1: Language of Visual Art - The student will identify visual art terms (e.g., content, engraving, foreshortening, mosaic, perspective)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>Learning Objective: 1) Students will apply the principles of designs on at least one piece of work in the exhibit defining in detail as many characteristic of art education and social influences as possible. 2) Students will behave appropriately in the museum.</td>
<td>1. Identify and apply knowledge of the principles of design: rhythm, balance (symmetrical, asymmetrical, radial), contrast, movement, variety, center of interest (emphasis), and repetition in personal artwork, and the artworks of others.</td>
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**Ancillary Objective:** Students will be introduced to the museum industry and careers within that industry.

**Suggested follow up activity:** Students will complete an art project inspired by the artwork from the exhibit. Students can research artists presenting work in the exhibit.

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<tr>
<th>Grades</th>
<th>Learning Objective: 1) Students will apply the principles of designs on at least one piece of work in the exhibit defining in detail as many characteristic of art education and social influences as possible. 2) Students will behave appropriately in the museum.</th>
<th>Standard 2: Visual Art History and Culture - The student will recognize the development of visual art from an historical and cultural perspective.</th>
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<tbody>
<tr>
<td>9-12</td>
<td>3) Identify characteristics of tribal customs and traditions that inspired the artwork. 4) Students will behave appropriately in the museum.</td>
<td>1. Recognize and describe the cultural and ethnic traditions which have influenced visual art including European, American, Native American, African American, Hispanic, and Asian traditions. 2. Explain the purpose of visual art and artists in history and culture.</td>
</tr>
</tbody>
</table>

**Standard 4: Visual Art Appreciation - The student will appreciate visual art as a vehicle of human expression.**

1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.
| **Ancillary Objective:** Students will be introduced to the museum industry and careers within that industry. |
| **Suggested follow up activity:** Students will complete an art project inspired by the artwork from the exhibit. Students can research artists presenting work in the exhibit. Students can analyze tribal influences on exhibited artwork. |

| center of interest (emphasis), and repetition in personal artwork, and the artwork of others. |
| 2. Identify and apply the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art. |
| 3. Describe exhibitions of original works of art seen in the school or community. |

**Standard 2: Visual Art History and Culture - The student will recognize the development of visual art from an historical and cultural perspective.**

1. **PROFICIENT:** Analyze a work of art within its cultural and historical context.
2. **ADVANCED:** Analyze common characteristics of works of art and artifacts across time and among cultural groups to analyze and identify influences.

**Standard 4: Visual Art Appreciation - The student will appreciate visual art as a vehicle of human expression.**

1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.