

Discover Folk Art

Hickory Museum of Art

Correlation of Exhibition with N. C. Standard Course of Study

The newly installed Folk Art Exhibition offers an excellent opportunity for students at all grade levels to combine visual art to written expression and critical thinking through the Language Arts and Social Studies curriculums. Below are a few of the connections that can be developed at various grade levels:

PRIMARY GRADES:

Grade 1: Language Arts – Competency Goal 1: The learner will analyze how individuals, families, and groups are similar and different.

- 1.01-Describe roles of individuals in the family
- 1.02- Identify various groups to which individuals and families belong
- 1.03-Compare and contrast similarities and differences among individuals and families
- 1.04-Explore the benefits of diversity in the United States

Competency Goal 3: The learner will recognize and understand the concept of change in various settings

- 3.01-Describe personal and family changes, past and present
- 3.02-Describe past and present changes within the local community
- 3.04-Recognize that members of the community are affected by changes in the community that occur over time.

Grade 3: Language Arts – Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

- 2.02-Interact with text before, during, and after reading, listening, and viewing by
 - Setting a purpose
 - Previewing text
 - Making predictions
 - Asking questions
 - Locating information for specific purposes
 - Making connections
 - Using story structure and text organization to comprehend

ELEMENTARY GRADES:

Grade 4: Social Studies – Competency Goal 1: The learner will apply the five themes of geography to North Carolina and its people.

1.04-Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present

Competency Goal 3: The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas.

3.04-Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today

Competency Goal 4: The learner will analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and respond to human needs.

4.02-Identify religious groups that have influenced life in North Carolina and assess the impact of their beliefs.

Grade 5: Social Studies – Competency Goal 3: The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.

Grade 5: Language Arts – Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

4.07-Compose a variety of fiction, nonfiction, poetry, and drama using self-selected topic and format

MIDDLE SCHOOL:

Grade 6-8: Language Arts – Competency Goal 1: The learner will use language to express individual perspectives drawn from personal or related experiences.

1.01-Narrate an expressive account

1.02-Explore expressive materials that are read, heard, and/or viewed by

- Analyzing characteristics of expressive works
- Making connections between works, self and related topics
- Drawing inferences and/or conclusions
- Comparing and/or contrasting information
- Creating an artistic interpretation that connects self to the work

Social Studies – Competency 8: The learner will assess the influence and contributions of individuals and cultural groups

HIGH SCHOOL:

Grade 10 – Competency Goal 4: The learner will critically interpret and evaluate experiences, literature, language and ideas.

4.02-Analyze thematic connections among literary works by

- Showing an understanding of cultural context
- Using specific references from texts to show how a theme is universal
- Examining how elements such as irony and symbolism impact theme

Grade 11 – Competency Goal 4: The learner will critically analyze text to gain meaning, develop thematic connections, and synthesize ideas.

4.02-Develop thematic connections among works by

- Connecting themes that occur across genres or works from different time periods
- Using specific references to validate connections
- Examining how representative elements such as mood, tone, and style impact the development of a theme

4.03-Assess the power, validity and truthfulness in the logic of arguments given in public and political documents by

- Identifying the intent and message of the author or artist
- Articulating a personal response to the message and method of the author or artist
- Evaluating the historical significance of the work