



Exploring Art

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STANDARDS	PAGE REFERENCES
<p>Common Curriculum Goal: Create, present and perform works of art.</p>	
<p>Use essential elements and organizational principles to create, present, and/or perform works of art for a variety of purposes.</p>	
<p>Select and combine essential elements and organizational principles to achieve a desired effect when creating, presenting, and/or performing works of art.</p>	<p>Student Edition: 12-13, 32-33, 56-57 <i>Studio Option</i> 43 <i>Time to Connect</i> 64 Teacher Wraparound Edition: CC 153; SS 16, 30; TBA 124</p>
<p>Common Curriculum Goal: Apply the use of ideas, techniques, and problem solving to the creative process and analyze the influence that choices have on the result.</p>	
<p>Explore and describe the use of ideas, techniques, and problem solving in the creative process (e.g., planning, choice of medium, choice of tools, analysis, and revision) and identify the impact of choices made.</p>	
<p>Describe the creative process used, and the effects of the choices made, when combining ideas, techniques, and problem solving to produce one's work.</p>	<p>Student Edition: <i>Evaluating Your Work</i> 157, 159, 175 <i>Visual Art Journal</i> 173 Teacher Wraparound Edition: C 173; R 189</p>

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<p>Common Curriculum Goal: Express ideas, moods, and feelings through the arts and evaluate how well a work of art expresses one's intent.</p>	
<p>Create, present, and/or perform a work of art that demonstrates an idea, mood, or feeling by using essential elements and organizational principles, and describe how well the work expresses one's intent.</p>	
<p>Create, present, and/or perform a work of art by controlling essential elements and organizational principles to express an intended idea, mood, or feeling.</p>	<p>Student Edition: 12-13, 126-127, 172-173 Teacher Wraparound Edition: A 64; CC 24; CM 67; E 173, 191; SS 177</p>
<p>Common Curriculum Goal: Evaluate one's own work, orally and in writing.</p>	
<p>Critique and communicate about one's own work, orally and in writing.</p>	
<p>Critique the artistic choices made in creating a work of art and their impact on the aesthetic effect, orally and in writing.</p>	<p>Student Edition: <i>Evaluating Your Work</i> 33, 39, 51 <i>Portfolio Ideas</i> 61 <i>Studio Activity</i> 59 <i>Visual Art Journal</i> 121 Teacher Wraparound Edition: PA 61, 121, 127</p>
<p>Common Curriculum Goal: Apply critical analysis to works of art.</p>	
<p>Apply knowledge of essential elements, organizational principles, and aesthetic criteria to the analysis of works of art, and identify how the elements and principles contribute to the aesthetic effect.</p>	
<p>Use knowledge of essential elements, organizational principles, and aesthetic criteria to describe works of art and identify how the elements and principles contribute to the aesthetic effect.</p>	<p>Student Edition: <i>Figure 2-1</i> 20 <i>Portfolio Ideas</i> 39 <i>Reflective Thinking</i> 33, 127 Teacher Wraparound Edition: AC 15, 53; DA 66; E 39; PA 33, 61</p>
<p>Common Curriculum Goal: Respond to works of art and give reasons for preferences.</p>	
<p>Respond to works of art, giving reasons for preferences and using terminology that conveys knowledge of the arts.</p>	
<p>Describe personal preferences for works of art using aesthetic criteria and identify how essential elements and organizational principles contribute to the aesthetic effect.</p>	<p>Student Edition: <i>Figure 8-13</i> 160 <i>Figure 9-9</i> 174 Teacher Wraparound Edition: A 15, 35, 169; AC 153; T 180</p>

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<p>Common Curriculum Goal: Understand the interrelationships among art forms.</p> <hr/> <p>Describe how essential elements and organizational principles from various arts disciplines can be integrated in a work of art and identify how they contribute to the aesthetic effect, overall idea, and impact of the work.</p>	
<p>Explain the distinctive ways that essential elements and organizational principles from various arts disciplines are used in an integrated work of art and identify their impact on that work.</p>	<p>Student Edition: 144, 162-163</p> <p>Teacher Wraparound Edition: AR 131; DA 150</p>
<p>Common Curriculum Goal: Understand how events and conditions influence the arts.</p> <hr/> <p>Explain the influence of events and conditions on works of art.</p>	
<p>Distinguish the influence of events and conditions on works of art.</p>	<p>Student Edition: 124-125, 132 <i>Art & Writing</i> 130-131 <i>Cross-Curriculum Connections</i> 133 #22 <i>Make the Connection</i> 147</p> <p>Teacher Wraparound Edition: AH 174; MA 37; MAb 162; TC 132</p>
<p>Common Curriculum Goal: Distinguish works of art from different societies, time periods, and cultures.</p> <hr/> <p>Distinguish works of art from different societies, time periods, and cultures, emphasizing their common and unique characteristics.</p>	
<p>Identify and relate works of art from different societies, time periods, and cultures, emphasizing their common and unique characteristics.</p>	<p>Student Edition: <i>Figure 1-8</i> 9 <i>Figure 4-8</i> 73 <i>Figure 6-17</i> 129 <i>Meet the Artist</i> 71</p> <p>Teacher Wraparound Edition: AC 35; AH 74; C 37; M 14, 120</p>
<p>Common Curriculum Goal: Understand how the arts can reflect the environment and personal experiences within a society or culture, and apply to one's own work.</p> <hr/> <p>Explain how a work of art reflects the artist's environment and personal experience within a society or culture, and apply to one's own work.</p>	
<p>Explain how works of art from around the world reflect the artist's environment, society, and culture.</p>	<p>Student Edition: <i>Figure 3-9</i> 55 <i>Figure 4-1</i> 66 <i>Reflective Thinking</i> 51, 117 <i>Time & Place</i> 41</p> <p>Teacher Wraparound Edition: AC 123; AH 36; RBC 9</p>

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<p>Common Curriculum Goal: Understand the place of arts within, and their influences on, society.</p>	
<p>Explain how the arts serve a variety of personal, professional, practical, economic, community, and cultural needs.</p>	
<p>Explain how the arts serve a variety of purposes, needs, and values in different communities and cultures.</p>	<p>Student Edition: 6-7, 124-125, 144 <i>Figure 1-10</i> 10 <i>Reflective Thinking</i> 51 Teacher Wraparound Edition: COA 70; M 144; TT 4</p>
<p>Describe how the arts can influence individuals, communities, and cultures.</p>	
<p>Explain the influence of the arts on individuals, communities, and cultures in various time periods.</p>	<p>Student Edition: 132, 148, 180 <i>Figure 10-5</i> 186 Teacher Wraparound Edition: CC 176; MAb 146</p>