



Introducing Art

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STANDARDS	PAGE REFERENCES
VISUAL ARTS: Knowledge	
Content Standard 1.0: Students know and apply visual arts media, techniques, and processes.	
Students who elect to take an art class at the middle school level know and are able to do everything required in earlier grades and:	
1.8.1 Compare and contrast the use of media, techniques, and processes in works of art.	Student Edition: <i>Cross-Curriculum Connections</i> 61 #21 <i>Evaluating Your Work</i> 77 <i>Figure 1-10</i> 9 <i>Figure 3-2</i> 42 <i>Reflective Thinking</i> 45 <i>Time to Connect</i> 180 Teacher Wraparound Edition: AC 47, 51; CM 41; HCH 21, 27
1.8.2 Analyze one's own selection and use of media, techniques, and processes to elicit intended responses.	Student Edition: <i>Evaluating Your Work</i> 19, 55, 73, 87 <i>Portfolio Ideas</i> 77, 207 Teacher Wraparound Edition: AS 95; SA 73, 91, 231, 271

STANDARDS	PAGE REFERENCES
<p>1.8.3 Use and explain why various media, techniques, and processes are used to produce works of art that communicate ideas and experiences.</p>	<p>Student Edition: <i>Evaluating Your Work</i> 77 <i>Figure 1-21</i> 21 <i>Figure 3-14</i> 52 <i>Reflective Thinking</i> 29 <i>Visual Art Journal</i> 87</p> <p>Teacher Wraparound Edition: Ae 57; AC 47; DA 62</p>
<p>VISUAL ARTS: Application</p>	
<p>Content Standard 2.0 Students use knowledge of visual characteristics, purposes, and functions.</p>	
<p>Students who elect to take an art class at the middle school level know and are able to do everything required in earlier grades and:</p>	
<p>2.8.1 Analyze and evaluate the effects of visual characteristics in works of art.</p>	<p>Student Edition: <i>Figure 3-10</i> 48 <i>Figure 3-14</i> 52 <i>Figure 3-15</i> 53 <i>Reflective Thinking</i> 45</p> <p>Teacher Wraparound Edition: AC 47, 51; C 55; DA 40, 62; TP 65</p>
<p>2.8.2 Analyze and evaluate a variety of artworks to determine purposes and/or functions.</p>	<p>Student Edition: <i>Evaluating Your Work</i> 75 <i>Figure 3-10</i> 48 <i>Figure 3-18</i> 56 <i>Figure 4-1</i> 62 <i>Figure 4-2</i> 64</p> <p>Teacher Wraparound Edition: A 87; DA 80; E 29; HCH 199; TF 38; UAH 89</p>
<p>2.8.3 Discuss why visual characteristics, purposes, and/or functions may be effective in works of art.</p>	<p>Student Edition: <i>Figure 1-21</i> 21 <i>Figure 5-18</i> 97 <i>Reflective Thinking</i> 45</p> <p>Teacher Wraparound Edition: AC 67; CM 41; DA 62</p>

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2.8.4 Explain how one's own artwork employs various visual characteristics to communicate.	Student Edition: <i>Evaluating Your Work</i> 29, 45, 55, 73, 75, 251, 259 <i>Visual Art Journal</i> 87 Teacher Wraparound Edition: AC 43; C 55, 91
VISUAL ARTS: Content	
Content Standard 3.0: Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.	
Students who elect to take an art class at the middle school level know and are able to do everything required in earlier grades and:	
3.8.1 Explain the origins of specific subject matter, symbols, and ideas.	Student Edition: 126-127, 130-131, 192-193 <i>Figure 11-6</i> 208 <i>Time & Place</i> 71 Teacher Wraparound Edition: HCH 199; MA 177; UAH 55
3.8.2 Plan and produce works of art that use a range of subject matter, symbols, and ideas from varied times and places to communicate meaning.	Student Edition: 18-19, 34-35, 94-95, 106-107, 170-171 <i>Studio Activity</i> 189, 265 <i>Studio Option</i> 73 Teacher Wraparound Edition: A 22; IS 204; SS 10; TSAC 54; TT 73
3.8.3 Analyze the degree to which subject matter, symbols, and ideas are successfully used to communicate meaning.	Student Edition: <i>Evaluating Your Work</i> 77, 175, 267 <i>Figure 5-18</i> 97 <i>Reflective Thinking</i> 75, 107 Teacher Wraparound Edition: Ae 148; AR 130

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VISUAL ARTS: Context	
Content Standard 4.0: Students understand the visual arts in relation to history and cultures.	
Students who elect to take an art class at the middle school level know and are able to do everything required in earlier grades and:	
4.8.1 Categorize and discuss visual characteristics of selected works of art in relationship to a variety of historical and cultural contexts.	Student Edition: <i>Figure 4-8</i> 72 <i>Reflective Thinking</i> 127, 151, 267 Teacher Wraparound Edition: CC 67; HCH 21, 77, 199; MA 205; TT 83; UAH 89
4.8.2 Describe the purpose and discuss the meaning of specific art objects within varied cultures, times, and places.	Student Edition: 96-97, 196-197 <i>Figure 5-8</i> 89 <i>Time to Connect</i> 180 Teacher Wraparound Edition: CC 29, 67, 158; MA 196; TP 53, 71; TT 83; UAH 89
4.8.3 Research a culture and create an artwork that demonstrates how historical and cultural factors influence visual characteristics.	Student Edition: 86-87, 90-91, 198-199, 210-211 <i>Studio Activity</i> 209 Teacher Wraparound Edition: E 105
VISUAL ARTS: Interpretation	
Content Standard 5.0: Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.	
Students who elect to take an art class at the middle school level know and are able to do everything required in earlier grades and:	
5.8.1 Interpret artwork based on various characteristics such as themes, styles , purposes, and subject matter.	Student Edition: <i>Figure 5-8</i> 89 <i>Figure 5-18</i> 97 <i>Reflecting Thinking</i> 107, 267 <i>Time to Connect</i> 78 Teacher Wraparound Edition: Ae 65; C 259; PA 29
5.8.2 Differentiate among degrees of merit in various works of art.	Student Edition: <i>TIME Art Scene</i> 78 Teacher Wraparound Edition: Ae 57; TF 78

STANDARDS	PAGE REFERENCES
5.8.3 Analyze and generate new meaning of their artwork and the work of others.	Student Edition: <i>Studio Option</i> 49, 73, 95 Teacher Wraparound Edition: <i>Ae</i> 57
5.8.4 Develop and explain a personal position of aesthetic and critical analysis of an artwork.	Student Edition: 63 <i>Reflective Thinking</i> 19, 45, 107 <i>Time to Connect</i> 78 Teacher Wraparound Edition: <i>Ae</i> 31; <i>AC</i> 43, 209; <i>CC</i> 68; <i>DP</i> 55, 179; <i>M</i> 64
VISUAL ARTS: Cross-curricular	
Content Standard 6.0: Students demonstrate relationships between visual arts, the other arts, and disciplines outside the arts.	
Students who elect to take an art class at the middle school level know and are able to do everything required in earlier grades and:	
6.8.1 Explain how the basic principles of art are similar to principles of other disciplines (e.g. contrast, balance, dominance).	Student Edition: 63 <i>Cross-Curriculum Connections</i> 39 #19 Teacher Wraparound Edition: <i>C</i> 27; <i>CO</i> 25; <i>LPA</i> 24, 202; <i>M</i> 26; <i>O</i> 186
6.8.2 Research and analyze the relationships between the visual arts and other arts in terms of basic principles and subject matter (e.g. rhythm and movement).	Student Edition: <i>Cross-Curriculum Connections</i> 23 #17 <i>Figure 2-10</i> 34 <i>Figure 6-14</i> 116 <i>Make the Connection</i> 167 <i>Quick Write</i> 63 Teacher Wraparound Edition: <i>CC</i> 16; <i>E</i> 27; <i>LPA</i> 24, 202, 222
6.8.3 Create works of art reflecting principles common to the arts and multiple disciplines.	Student Edition: 26-27 <i>Art & Math</i> 187 <i>Art & Reading</i> 167 <i>Computer Option</i> 35 <i>Cross-Curriculum Connections</i> 39 #18, 201 #14 Teacher Wraparound Edition: <i>CC</i> 45, 112; <i>IS</i> 32