



ARTTALK

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STANDARDS	PAGE REFERENCES
<p>Strand: Foundations Content Standard 1: Students shall apply <i>elements of art</i> in artistic compositions.</p>	
<p>F.1.AI.1 Analyze <i>line</i></p> <ul style="list-style-type: none"> • types of <i>line</i> <ul style="list-style-type: none"> ○ <i>contour</i> ○ <i>implied</i> ○ <i>gesture</i> ○ <i>sketch</i> ○ <i>outline</i> ○ <i>structural</i> ○ <i>calligraphic</i> • quality of <i>line</i> <ul style="list-style-type: none"> ○ <i>weight</i> ○ <i>value</i> ○ <i>expressive</i> ○ <i>directional</i> ○ <i>media influences</i> 	<p>Student Edition: 69-83, 90-91 <i>Activity</i> 73, 78, 81, 82, 83, <i>Looking Closely</i> 75</p> <p>Teacher Wraparound Edition: A 79, 83; AA 74, 78; C 76, 83; HCC 74; M 70; O 70, 77, 90; P 71, 72, 75, 80, 82; SC 72; SS 71</p>

STANDARDS	PAGE REFERENCES
<p>F.1.AI.2 Differentiate between <i>shape</i> and <i>form</i></p> <ul style="list-style-type: none"> • positive and negative • geometric and organic 	<p>Student Edition: 97-121, 128-129 <i>Activity</i> 100, 102, 104, 107, 108</p> <p>Teacher Wraparound Edition: C 102, 107, 116; CT 106; E 107; M 98, 103, 117; O 98, 103, 108, 117; P 101; PA 101; R 107, 110</p>
<p>F.1.AI.3 Demonstrate knowledge of <i>color theory</i></p> <ul style="list-style-type: none"> • color wheel • <i>color</i> properties <ul style="list-style-type: none"> ○ <i>hue, value, intensity</i> • <i>color schemes</i> <ul style="list-style-type: none"> ○ <i>complementary</i> ○ <i>analogous</i> ○ <i>monochromatic</i> ○ <i>triad</i> ○ warm or cool ○ <i>split complementary</i> 	<p>Student Edition: 135-157, 164-165 <i>Activity</i> 143, 149, 152, 157</p> <p>Teacher Wraparound Edition: C 149, 157; CL 138; E 143; M 136, 144; O 136, 144, 150; P 137, 138, 145; R 143, 149; RC 147; SS 138, 139, 148</p>
<p>F.1.AI.4 Differentiate between <i>implied</i> and <i>actual texture</i></p>	<p>Student Edition: 171-183, 190-191 <i>Activity</i> 174, 175, 183 <i>Chapter 7 Review</i> 195 #9, #10, #11 <i>Looking Closely</i> 176</p> <p>Teacher Wraparound Edition: A 173; AA 180; C 183; CC 175; M 172; O 172, 177; PD 180; R 176; SA 190, 191</p>
<p>F.1.AI.5 Demonstrate knowledge of spatial relationships</p> <ul style="list-style-type: none"> • foreground, middle ground, background • one-point, two-point, aerial perspective • overlap, placement, size, <i>color</i> • illusion of depth and distance 	<p>Student Edition: 103-116 <i>Activity</i> 104, 107, 108, 115</p> <p>Teacher Wraparound Edition: AH 113; C 110; CT 106, 109; E 110, 116; M 103; O 103, 108, 111; P 114; PA 116; R 107, 110; SS 104</p>
<p>F.1.AI.6 Demonstrate knowledge of <i>value</i></p> <ul style="list-style-type: none"> • neutral (<i>achromatic</i>) • <i>gradation</i> (e.g., light and dark, full range of <i>values</i>) • <i>value contrast</i> (e.g., <i>high key, low key</i>) 	<p>Student Edition: 139-141, 175 <i>Activity</i> 142, 149 <i>Chapter 6 Review</i> 169 #4, #5, #16, #22</p> <p>Teacher Wraparound Edition: SC 139</p>

STANDARDS	PAGE REFERENCES
<p>Strand: Foundations</p> <p>Content Standard 2: Students shall apply <i>principles of design</i> in artistic compositions.</p>	
<p>F.2.AI.1</p> <p>Demonstrate knowledge of complex <i>patterns</i> as they occur in the <i>environment</i> and in works of art (e.g., <i>motif, random, alternating</i>)</p>	<p>Student Edition: 199-210, 220-221 <i>Activity</i> 204, 208 <i>Chapter 8 Review</i> 225 #3, #4, #10, #11, #12 <i>Focus on Art History</i> 199</p> <p>Teacher Wraparound Edition: A 208; C 204; CC 207; CT 202; M 200, 205; O 200, 205; P 203; R 204; SS 202</p>
<p>F.2.AI2</p> <p>Demonstrate knowledge of <i>movement</i> and <i>rhythm</i> (e.g., <i>repetition, variation, flowing</i>)</p>	<p>Student Edition: 199-213, 220-221 <i>Activity</i> 206, 210 <i>Chapter 8 Review</i> 225 #1, #2, #6, #8, #9, #10 <i>Looking Closely</i> 203</p> <p>Teacher Wraparound Edition: A 209; C 204, 213, 217; CC 207; CT 209; M 200, 211; O 200, 205, 211, 220; P 202, 203; PD 202; R 213</p>
<p>F.2.AI.3</p> <p>Demonstrate knowledge of <i>proportion</i> and <i>scale</i></p>	<p>Student Edition: 255-273, 280-281 <i>Activity</i> 261, 264 <i>Looking Closely</i> 258</p> <p>Teacher Wraparound Edition: A 257; AA 262; AH 261, 262; C 266; CC 258, 262; CT 263; M 260; O 260, 267, 280; P 257, 263; R 259; SC 259; SS 268</p>
<p>F.2.AI.4</p> <p>Demonstrate knowledge of different types of <i>balance</i></p> <ul style="list-style-type: none"> • <i>asymmetrical (informal)</i> • <i>symmetrical (formal)</i> • <i>radial</i> 	<p>Student Edition: 226-241, 248-249 <i>Activity</i> 231, 233, 238, 241 <i>Looking Closely</i> 239</p> <p>Teacher Wraparound Edition: AC 240; C 233, 238, 241; CC 230, 236, 240; E 233; M 228; O 228, 234, 239; P 229, 231, 240; R 233, 238; SC 237; SS 229, 231</p>
<p>F.2.AI.5</p> <p>Demonstrate knowledge of <i>unity</i> and <i>harmony</i> as it relates to the <i>elements of art</i> and <i>principles of design</i></p>	<p>Student Edition: 295-303, 310-311 <i>Activity</i> 302 <i>Chapter 11 Review</i> 315 #4, #5</p> <p>Teacher Wraparound Edition: AC 302; C 303; E 303; M 296; O 296; P 301; R 295, 303; SA 311</p>

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F.2.AI.6 Demonstrate knowledge of <i>contrast</i> as it relates to the <i>elements of art</i>	Student Edition: 124-125, 144, 175, 289, 291 Teacher Wraparound Edition: A 175, 289; O 124
F.2.AI.7 Demonstrate knowledge of <i>emphasis</i> (e.g., <i>focal point, center of interest, dominance</i>)	Student Edition: 287-295; 310-311 <i>Activity 295</i> <i>Chapter 11 Review 315 #2, #3, #7</i> <i>Looking Closely 293</i> Teacher Wraparound Edition: A 291; AC 290; C 295; E 295; M 288; O 288, 310; P 290; PD 292; SS 293
<p style="text-align: center;">Strand: Foundations</p> <p style="text-align: center;">Content Standard 3: Students shall examine historical and cultural aspects of art.</p>	
F.3.AI.1 Analyze selected artworks and observe changes over time in media, styles, and techniques	Student Edition: 319-345, 351-383 Teacher Wraparound Edition: A 359; AA 329, 341; AC 342; AH 327, 330, 361; C 345; CC 335, 336; CT 341; M 352; O 326, 339, 352, 356; PD 333
F.3.AI.2 Demonstrate an understanding of the various purposes for creating art in the context of self, family, community, social and global perspectives <ul style="list-style-type: none"> • <i>aesthetic</i> • <i>careers</i> • <i>functional</i> • <i>historical and cultural</i> • <i>therapeutic and social</i> • <i>interdisciplinary</i> 	Student Edition: 5-15, 389-405 <i>Activity 393</i> Teacher Wraparound Edition: AC 11; AH 14; C 15; E 9; M 6; O 6, 10, 390, 398; P 11; PD 8, 13, 14; R 9, 15; SS 12
F.3.AI.3 Identify recurring universal themes, concepts, forms, and functions in works of art and design that span cultures, times, and places	Teacher Wraparound Edition: A 327; AA 329; AH 13, 327, 330, 341, 364; M 57, 366; PD 333; R 365

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<p>Strand: Creative Process</p> <p>Content Standard 4: Students shall create original works of art using a variety of media, techniques, processes, and tools.</p>	
<p>CP.4.AI.1</p> <p>Demonstrate safety, proper technique, and conservation in the use of tools, materials, and equipment in the creation of works of art</p>	<p>Student Edition: TM25-TM28, 427-444</p> <p>Teacher Wraparound Edition: SN 46, 158, 214, 271, 307; TT 122, 155, 184</p>
<p>CP.4.AI.2</p> <p>Create artworks that show awareness of <i>elements of art</i>, <i>principles of design</i>, and <i>aesthetic</i> concerns</p>	<p>Student Edition: 84-85, 122-127, 158-163, 184-189, 214-219, 242-247, 274-279, 304-309</p> <p>Teacher Wraparound Edition: A 58; M 126; SS 43, 45, 51, 71, 75, 84, 86, 88, 113, 124</p>
<p>CP.4.AI.3</p> <p>Apply the knowledge of spatial relationships to create a work of art (e.g., <i>visual measurements</i>, figure, facial, linear perspective, <i>architectural renderings</i>, <i>direct observational drawings</i>)</p>	<p>Student Edition: 103-121, 264-266</p> <p><i>Activity</i> 104, 107, 108, 115</p> <p><i>Chapter 5 Review</i> 133 #9, #16</p> <p>Teacher Wraparound Edition: A 265; AH 113, 114; C 266; CT 106; E 116; M 103, 111; O 103; P 114, 265; SS 265</p>
<p>CP.4.AI.4</p> <p>Render <i>contour</i> and <i>gesture</i> drawings as preliminary <i>sketches</i> or as finished products</p>	<p>Student Edition: 81-82</p> <p><i>Activity</i> 81, 82</p> <p><i>Chapter 4 Review</i> 95 #7, #8</p> <p>Teacher Wraparound Edition: P 82; PA 83; R 83; SC 81</p>
<p>CP.4.AI.5</p> <p>Compile a sketchbook that includes various techniques, observations, and art experiences</p>	<p>Student Edition: 15</p> <p><i>Activity</i> 15, 16</p> <p>Teacher Wraparound Edition: A 14, 17; AC 28; E 373; P 82; PA 15; SS 17, 202; TT 44</p>
<p>CP.4.AI.6</p> <p>Generate and communicate ideas that create multiple solutions to specific visual art problems or reflect <i>artistic expression</i></p>	<p>Student Edition:</p> <p>Teacher Wraparound Edition: AH 328; IA 47; M 56; P 75; PD 52; SS 53, 74</p>

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<p>CP.4.AI.7</p> <p>Create work(s) of art from <i>direct observation</i> using wet and dry media</p> <ul style="list-style-type: none"> • <i>gradation</i> • simulated surface qualities 	<p>Student Edition:</p> <p>247</p> <p><i>Activity</i> 15, 81, 82, 104, 108, 124-125, 184-185, 204, 231, 266</p> <p>Teacher Wraparound Edition:</p> <p>SS 124</p>
<p>CP.4.AI.8</p> <p>Create works of art in wet and/or dry media to solve <i>color</i> design problems</p> <ul style="list-style-type: none"> • simulate observable <i>colors</i> using transparent and opaque applications • apply <i>color theory</i> by mixing <i>colors</i> in wet and/or dry media 	<p>Student Edition:</p> <p>135-165</p> <p><i>Activity</i> 142, 143, 152, 157</p> <p><i>Looking Closely</i> 156</p> <p>Teacher Wraparound Edition:</p> <p>E 157; P 151; R 149; SA 165; SS 138, 139, 146, 147, 148, 160; SAE 155</p>
<p>CP.4.AI.9</p> <p>Demonstrate a <i>printmaking</i> process (e.g., <i>monoprint, collagraph, relief, drypoint, silk screen</i>)</p>	<p>Student Edition:</p> <p>48-49, 184-185, 433</p> <p><i>Activity</i> 49</p> <p>Teacher Wraparound Edition:</p> <p>O 184; SS 184</p>
<p>CP.4.AI.10</p> <p>Collaborate with others to create artwork</p>	<p>Teacher Wraparound Edition:</p> <p>A 291; E 157, 303; M 99; R 204; SS 43, 51, 213, 298</p>
<p>CP.4.AI.11</p> <p>Use a transfer method to replicate an image (e.g., grid, light box, window, opaque projector, tracing paper, graphite)</p>	<p>Student Edition:</p> <p>430-431</p> <p>Teacher Wraparound Edition:</p> <p>E 61, 107; R 110; SS 17, 114</p>
<p>CP.4.AI.12</p> <p>Use <i>additive</i> and/or <i>subtractive methods</i> to produce a <i>relief</i> or <i>sculpture in-the-round</i> (e.g., <i>carving, casting, modeling, assemblage</i>)</p>	<p>Student Edition:</p> <p>50-51, 122, 123, 242-243, 433-435</p> <p><i>Activity</i> 338</p> <p>Teacher Wraparound Edition:</p> <p>M 50; O 122, 242; SS 51, 242</p>
<p>CP.4.AI.13</p> <p>Produce artwork using various alternative and traditional techniques and media (e.g., jewelry making, scratch art, paper arts, <i>fiber arts, collage, calligraphy, technology, photography</i>)</p>	<p>Student Edition:</p> <p>84-89, 122-127, 158-163, 184-189, 214-219, 242-247, 274-279, 304-309</p> <p><i>Activity</i> 47, 60, 82, 83</p> <p>Teacher Wraparound Edition:</p> <p>O 84, 86, 88, 122, 124, 126, 158, 184; SS 84, 86, 88, 122, 124, 126, 159, 162, 184</p>

STANDARDS	PAGE REFERENCES
<p>Strand: Reflections/Responses Content Standard 5: Students shall reflect, evaluate, and respond to works of art.</p>	
<p>RR.5.AI.1 Critique artworks in terms of history, culture, and <i>aesthetics</i></p>	<p>Student Edition: 20, 26-35, 36, 62, 130, 166, 192, 227, 250, 282, 312, 346, 384, 406 <i>Activity</i> 33, 325, 352, 355, 365, 373 Teacher Wraparound Edition: AA 29</p>
<p>RR.5.AI.2 Evaluate the content and manner in which subject matter, symbols, and images are used in the student's own work and works of others</p>	<p>Student Edition: 20, 26-35, 37, 63, 85, 87, 89, 93, 123, 125, 127, 131, 159, 161, 163, 185, 187, 189, 193, 215, 217, 219, 243, 245, 247, 251, 275, 277, 279, 283, 305, 307, 309, 313, 347, 385, 402 Teacher Wraparound Edition: AA 29</p>
<p>RR.5.AI.3 Reflect upon the personal, social, and global impact of art (e.g., self, gender, family, community, historical, cultural, <i>environments</i>, <i>visual cultures</i>)</p>	<p>Student Edition: 6-15 Teacher Wraparound Edition: AC 11; CC 361; CT 354, 376; E 15; EA 7; HCC 367; PD 359; R 9, 365; SS 368</p>
<p>RR.5.AI.4 Communicate ways that the social, physical, natural, and/or economic <i>environments</i> affect visual art and the ways visual art affects these <i>environments</i> (e.g., conservation, recycling, emerging <i>environmental</i> issues)</p>	<p>Student Edition: 11-12, 30 <i>Meet the Artist</i> 30 Teacher Wraparound Edition: AC 342; AH 330, 331, 379; HCC 367, 382; P 11; R 373; SS 50</p>
<p>RR.5.AI.5 Respond to a range of subject matter, symbols, and/or ideas used in <i>communications media</i></p>	<p>Student Edition: 6-7, 16-19, 21, 26-35, 37, 63, 93, 131, 167, 193, 223, 251, 283, 313, 347, 385, 407 Teacher Wraparound Edition: O 16; PD 18, 27; R 19</p>
<p>RR.5.AI.6 Participate in the process of <i>exhibiting</i> student artwork (e.g., plan, select, promote, install, attend)</p>	<p>Teacher Wraparound Edition: C 125, 127, 161, 163, 185, 187, 189, 243, 247, 275, 277, 309; SS 43; SAE 155</p>
<p>RR.5.AI.7 Assemble a <i>portfolio</i> as a reflection of personal growth (e.g., self-assessment, peer critiques, interviews)</p>	<p>Teacher Wraparound Edition: KP 85, 87, 123, 125, 127, 161, 163, 185, 189, 219, 243, 247</p>