

**GLENCOE CORRELATION**  
**INTRODUCING ART**  
**LOUISIANA**  
**Arts Content Standards**  
**Benchmarks 5-8**

BENCHMARKS	PAGE REFERENCES
<b>CREATIVE EXPRESSION STANDARD</b>	
Students develop creative expression through the application of knowledge, ideas, skills, and organizational abilities.	
<b>In Grades 5-8, what students know and are able to do includes:</b>	
CE-1VA-M1 demonstrating art methods and techniques in visual representations based on research of imagery; (1, 2)	SE: 86-87 <i>Studio Activity</i> 113 TWE: E 105, 199
CE-1VA-M2 selecting and applying media, techniques, and technology to visually express and communicate; (1, 2, 3)	SE: 106-107, 138-139 TWE: SS 255
CE-1VA-M3 using the elements and principles of design to visually express individual ideas; (1, 2)	SE: 74-75, 98-99, 226-227, 258-259, 306
CE-1VA-M4 communicating knowledge of art concepts and relationships among various cultures, disciplines, and art careers; (2, 4)	SE: 299-305 (Students will learn about a variety of art careers.) TWE: RBC 110, 171, 215 (Students will learn about a variety of art careers.) E 145 M 208
CE-1VA-M5 producing ideas for art productions while engaging in both individual and group activities; (1, 5)	SE: 218-219, 246-247, 308-309 <i>Studio Activity</i> 177 TWE: ID 303
CE-1VA-M6 identifying the relationships between the arts and other disciplines through art production; (4)	SE: <i>Creative Expression Activities Technology</i> 313 <i>Studio Activity</i> 33, 71, 209, 273 TWE: CL 309
CE-1VA-M7 maintaining a sketchbook or journal and developing a portfolio. (1, 4)	SE: <i>Portfolio Ideas</i> 103 <i>Studio Activity</i> 27, 43 TWE: AEL 179 SS 7
<b>AESTHETIC PERCEPTION STANDARD</b>	
Students will develop aesthetic perception through the knowledge of art forms and respect for commonalities and differences.	
<b>In Grades 5-8, what students know and are able to do includes:</b>	
AP-2VA-M1 using art elements, principles of design, and art vocabulary for responding to the aesthetic qualities of a work of art; (1, 3)	SE: 70 fig 4-7, 257 fig 13-15 TWE: AC 231 E 37 EAW 63
AP-2VA-M2 developing and communicating an awareness of the ideas and creations of others, and a recognition that concepts, like beauty and taste, differ by culture; (1, 5)	SE: 64-65 (addresses taste as a personal matter) TWE: A 91, 209 (addresses taste as a personal matter) E 147, 169 RBC 94 (Students learn how different cultures create and use art.)

BENCHMARKS	PAGE REFERENCES
AP-2VA-M3 identifying and exploring the meaning of art and the relationship of the role of artists to their culture and environment; (3, 4, 5)	SE: 208-209, 212-213 <i>Connections</i> 180 (explains how Diego Rivera documented a Mexican culture) TWE: CC 68 E 209 MA 232
AP-2VA-M4 demonstrating awareness of new ideas, possibilities, options, and situations pertaining to the art world; (2, 3)	SE: 270-271 (shows students how to use art as a mechanism for social protest) The following references show students how art is related to furniture and ink making. TWE: CC 167 RBC 74
AP-2VA-M5 identifying, reflecting, and distinguishing differences of images, symbols, and sensory qualities seen in a work of art and in those of nature. (1)	SE: 108-109, 116-117, 184-185 <i>Studio Activity</i> 89
<b>HISTORICAL AND CULTURAL PERCEPTION STANDARD</b> Students will develop historical and cultural perception by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.	
<b>In Grades 5-8, what students know and are able to do includes:</b>	
HP-3VA-M1 recognizing and classifying works of art by their style, theme, time period, and culture; (1, 2)	TWE: E 197 TL 297 TPRG 295
HP-3VA-M2 understanding how works of art cross historical, geographical, and political boundaries; (1, 4, 5)	SE: 210-211 TWE: A 29 AH 84 MA 15
HP-3VA-M3 recognizing the significance of themes, symbols, and ideas in art that convey messages from the past and the present; (1, 3, 4)	SE: 126-127 <i>Connections</i> 140 TWE: M 210
HP-3VA-M4 analyzing and identifying media and techniques used by artists throughout history; (2, 3)	SE: 20 fig 1-20, 52 fig 3-14, 212 fig 11-10 TWE: MA 258 R 191
HP-3VA-M5 using individual artistic abilities and cultural influences to understand the arts within the community. (1, 2, 4, 5)	SE: 156-157, 234-235 TWE: A 169 CD 235
<b>CRITICAL ANALYSIS STANDARD</b> Students will make informed judgments about the arts by developing critical analysis skills through study of and exposure to the arts.	
<b>In Grades 5-8, what students know and are able to do includes:</b>	
CA-4VA-M1 observing works of art and describing through visual, verbal, or written avenues how artists use the design elements and principles; (1, 2, 3)	SE: 106 fig 6-12, 114 fig 6-4, 202 fig 11-1 <i>Portfolio Ideas</i> 163 <i>Studio Activity</i> 37 TWE: E 31, 159
CA-4VA-M2 working individually/collectively to analyze/interpret symbols and images for meaning, purpose, and value in art and other core curricula; (2, 3, 5)	SE: 136-137, 254 fig 13-12, 276 <i>Making Art Connections</i> 161 #1 <i>Thinking About Art</i> 141 #2 TWE: AC 75 CL 68 R 137

BENCHMARKS	PAGE REFERENCES
CA-4VA-M3 classifying the style, period, media, and culture in works of art; (2, 3)	TWE: BB 296 MA 83 TSRG 295
CA-4VA-M4 discussing how culture influences artists' use of media, subject matter, symbols, and themes in relation to works of art; (1, 2, 3, 4)	SE: 248-249, 274 TWE: CD 115 MA 114, 206
CA-4VA-M5 developing judgments about works of art and justifying negative or positive comments while respecting the views of others. (2, 3, 5)	SE: 67-71 TWE: AC 43, 53 C 131 MSD 70

### Codes Used for TWE Pages

A	Aesthetics
AC	Art Criticism
AEL	Art in Everyday Life
AH	Art History
BB	Bulletin Boards
C	Close
CC	Curriculum Connections
CD	Cultural Diversity
CL	Cooperative Learning
E	Enrichment
EAW	Examining the Art Work
ID	Interior Designer
M	Motivator
MA	More About
MSD	Meeting Student Diversity
R	Reteaching
RBC	Resources Beyond the Classroom
SS	Studio Skills
TL	Time Line
TPRG	Time-Period Recognition Game
TSRG	Time-Style Recognition Game