

GLENCOE CORRELATION
ARTTALK
LOUISIANA
Visual Arts Content Standards
Grades 9-12

BENCHMARKS	PAGE REFERENCES
CREATIVE EXPRESSION STANDARD	
Students develop creative expression through the application of knowledge, ideas, skills, and organizational abilities.	
In Grades 9-12, what students know and are able to do includes:	
CE-1VA-H1 producing works of art that successfully convey a central thought based on ideas, feelings, and memories; (1, 2)	SE: Activity 325, 338 Creative Expression Activities Art 426 Studio Project 162-163, 248-249
CE-1VA-H2 applying a variety of media techniques, technologies, and processes for visual expression and communication; (2, 3)	SE: Activity 60, 102, 107, 152 Studio Project 84-85
CE-1VA-H3 recognizing and utilizing individual expression through the use of the elements of design while exploring compositional problems; (1, 2)	SE: Activity 78 Studio Project 88-89, 90-91, 164-165, 184-185
CE-1VA-H4 producing a visual representation of ideas derived through the study of various cultures, disciplines, and art careers; (2, 4)	SE: Activity 403 Studio Project 188-189, 276-277
CE-1VA-H5 producing imaginative works of art generated from individual and group ideas; (1, 5)	SE: Activity 16 Studio Project 86-87, 126-127, 214-215, 304-305
CE-1VA-H6 producing works of art which describe and connect art with other disciplines; (4)	SE: Developing Your Portfolio 41 Studio Project 124-125 Thinking Critically About Art 409 #2
CE-1VA-H7 maintaining a sketchbook or journal and developing a portfolio. (1, 4)	SE: Activity 15 Developing Your Portfolio 171, 255, 287, 389
AESTHETIC PERCEPTION STANDARD	
Students will develop aesthetic perception through the knowledge of art forms and respect for commonalities and differences.	
In Grades 9-12, what students know and are able to do includes:	
AP-2VA-H1 using an expanded art/design vocabulary when responding to the aesthetic qualities of a work of art; (1, 3)	SE: 113 fig 5.19, 362 fig 13.13, 369 fig 13.20 Art Criticism In Action 406-407 Discussion Questions 417 #1 Thinking Critically About Art 39 #1, 169 #1
AP-2VA-H2 analyzing unique characteristics of art as it reflects the quality of everyday life in various cultures; (1, 5)	SE: 96-97, 327 fig 12.11, 332 fig 12.17 Art Criticism In Action 92-93 Connections 22 Thinking Critically About Art 349 #1
AP-2VA-H3 using descriptors, analogies, and other metaphors to describe interrelationships observed in works of art, nature, and the total environment; (3, 4, 5)	SE: 34 fig 2.8, 369 fig 13.21, 377 fig 13.30 Creative Expression Activities Social Studies 419

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AP-2VA-H4 assimilating the multiple possibilities and options available for artistic expression; (2, 3)	SE: 58 fig 3.19, 388 fig 14.1 <i>Art Criticism In Action</i> 130-131 <i>Studio Project</i> 190-191, 310-311
AP-2VA-H5 questioning/weighing evidence and information, examining intuitive reactions, and drawing personal conclusions about works of art. (1)	SE: <i>Activity</i> 398 <i>Developing Your Portfolio</i> 25 <i>Thinking Critically About Art</i> 398
HISTORICAL AND CULTURAL PERCEPTION STANDARD 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.	
In Grades 9-12 , what students know and are able to do includes:	
HP-3VA-H1 categorizing specific styles and periods of art as they relate to various cultural, political, and economic conditions; (1, 2)	SE: 18 fig 1.17 (Students learn about Gabriele Munter and German Expressionism during WWII.), 367 fig 13.18 <i>Creative Expression Activities Social Studies</i> 423
HP-3VA-H2 analyzing how works of art cross geographical, political, and historical boundaries; (1, 4, 5)	SE: 6-7 (Students learn how art crosses language barriers.), 354 fig 13.5 (Students learn how art crosses historical and cultural boundaries.) <i>Meet The Artist</i> 299 (Students learn how Houser's work transcends boundaries.)
HP-3VA-H3 comparing and contrasting ways art has been used as a means of communication throughout history; (1, 2, 3, 4)	SE: 321 (Students learn about Sumerian cuneiform.) <i>Activity</i> 345 (Students learn how Native Americans painted tales on skins.) <i>Meet The Artist</i> 347 (Students learn about Persian calligraphy.) <i>Studio Project</i> 280-281
HP-3VA-H4 analyzing materials, technologies, media, and processes of the visual arts throughout history; (2, 3)	SE: <i>Connections</i> 64, 194
HP-3VA-H5 identifying the roles of artists who have achieved recognition and ways their works have influenced the community. (1, 2, 4, 5)	SE: <i>Meet The Artist</i> 131 <i>Studio Project</i> 122 (Students learn about Larry Smith's preserving the historical significance of buildings and landscapes.) <i>Studio Project</i> 162 (Students learn howJaune Quick-To-See Smith communicates her concern for the vanishing West.) <i>Studio Project</i> 274 <i>Thinking Critically About Art</i> 225 #2
CRITICAL ANALYSIS STANDARD Students will make informed judgments about the arts by developing critical analysis skills through study of and exposure to the arts.	
In Grades 9-12 , what students know and are able to do includes:	
CA-4VA-H1 translating knowledge of the design elements and principles to communicate individual ideas; (1, 2, 3)	SE: 303 fig 11.23 <i>Art Criticism In Action</i> 36-37 <i>Thinking Critically About Art</i> 133 #2

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CA-4VA-H2 working individually/collectively to compare and contrast symbols and images in the visual arts within historical periods and in other core curricula; (2, 3, 4)	SE: 11 fig 1.8, 12 fig 1.10 (Identifying symbols), 134 fig 6.1 (Identify symbols from the beginning of the 20 th century), 375 fig 13.27 <i>Connections</i> 38 (Comparing and contrasting literary and artistic imagery)
CA-4VA-H3 comparing and contrasting the processes, subjects, and media of the visual arts; (2, 3)	SE: 14 fig 1.14, 177-178 <i>Thinking Critically About Art</i> 65 #2, 225 #1
CA-4VA-H4 analyzing how specific works are created and how they relate to cultures and to historical periods; (1, 2, 3, 4)	SE: <i>Connections</i> 348 <i>Creative Expression Activities</i> Social Studies 415 <i>Thinking Critically About Art</i> 285 #1, 349 #2
CA-4VA-H5 selecting and analyzing a work of art and giving a personal interpretation of that work based on information researched. (2, 5)	SE: <i>Activity</i> 353, 355 (Add a statement such as, "Are the works successful? Why or why not?"), 365, 373