

**GLENCOE CORRELATION**  
**ART IN FOCUS**  
**LOUISIANA**  
**Visual Arts Content Standards**  
**Grades 9-12**

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 9-12, what students know and are able to do includes:</b>	
CE-1VA-H1 producing works of art that successfully convey a central thought based on ideas, feelings, and memories; (1, 2)	SE: <i>Activity</i> 176, 561 <i>Studio Lesson</i> 122 <i>Technology Project</i> 103 TWE: SS 30, 68, 89
CE-1VA-H2 applying a variety of media techniques, technologies, and processes for visual expression and communication; (2, 3)	SE: <i>Studio Lesson</i> 80-81, 542 TWE: SS 46, 53, 442
CE-1VA-H3 recognizing and utilizing individual expression through the use of the elements of design while exploring compositional problems; (1, 2)	SE: <i>Studio Lesson</i> 48, 102, 121, 511, 573-574
CE-1VA-H4 producing a visual representation of ideas derived through the study of various cultures, disciplines, and art careers; (2, 4)	SE: <i>Activity</i> 79, 154 <i>Technology Project</i> 163 TWE: SA 119 SS 113, 157, 171
CE-1VA-H5 producing imaginative works of art generated from individual and group ideas; (1, 5)	SE: <i>Activity</i> 16, 22, 535 <i>Studio Lesson</i> 82, 241, 415 TWE: SS 76, 97
CE-1VA-H6 producing works of art which describe and connect art with other disciplines; (4)	SE: <i>Activity</i> 58, 527 TWE: CC 174 (When students create their own sketches of the urn described in Keats' poem.) SS 110
CE-1VA-H7 maintaining a sketchbook or journal and developing a portfolio. (1, 4)	SE: <i>Technology Project</i> 49 <i>Your Portfolio</i> 51, 127, 445 TWE: SS 567
<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 9-12, what students know and are able to do includes:</b>	
AP-2VA-H1 using an expanded art/design vocabulary when responding to the aesthetic qualities of a work of art; (1, 3)	SE: <i>Thinking Critically (Analyze)</i> 461, 513 TWE: A 89 AC 98

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AP-2VA-H2 analyzing unique characteristics of art as it reflects the quality of everyday life in various cultures; (1, 5)	SE: 136 fig 6.9 TWE: AH 130 ALA 50 CC 454 IC 127 IL 135 M 148
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: 59 fig 3.13 TWE: AH 498 TN 110
AP-2VA-H4 assimilating the multiple possibilities and options available for artistic expression; (2, 3)	SE: 566 TWE: A 139 CC 447 E 400 SS 131, 564
AP-2VA-H5 questioning/weighing evidence and information, examining intuitive reactions, and drawing personal conclusions about works of art. (1)	SE: <i>Thinking Critically (Compare)</i> 83 TWE: AC 571 CT 403 M 528
<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 9-12</b> , 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: 400-406 (Students learn about Mannerism and how the style was influenced by political unrest in Europe.) <i>Activity</i> 115, 390, 406 TWE: AH 57, 61, 519 CL 404 CT 110 M 177
HP-3VA-H2 analyzing how works of art cross geographical, political, and historical boundaries; (1, 4, 5)	TWE: AH 11 CD 8 CL 133 DQ 125 UMS 408
HP-3VA-H3 comparing and contrasting ways art has been used as a means of communication throughout history; (1, 2, 3, 4)	TWE: CT 215 HA 71 MA 136 (Students learn about Sumerian tablets.)
HP-3VA-H4 analyzing materials, technologies, media, and processes of the visual arts throughout history; (2, 3)	SE: <i>Thinking Critically (Analyze)</i> 49 TWE: AH 32 CC 111 CD 70 IL 128

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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>Activity</i> 470, 540 TWE: AH 108 AS 418 CT 410 E 79
<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 9-12</b> , 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: <i>Your Portfolio</i> 353 TWE: A 370
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: <i>Technology Project</i> 417 #1 TWE: AH 150 CD 158 MA 97 (Students learn about symbols in Goya's <i>Don Manuel Osorio Manrique de Zuniga.</i> ) TPC 159
CA-4VA-H3 comparing and contrasting the processes, subjects, and media of the visual arts; (2, 3)	SE: <i>Subject Matter in Art</i> 56-57 (Students learn how processes, subjects, and media are influenced by the artist's environment.) TWE: A 193 AC 67 AH 20, 29 CD 36
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>Technology Project</i> 145, 417 #2 TWE: AH 423 CD 64, 95
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> 120, 414 TWE: AH 495 C 440

### Codes Used for TWE Pages

A	Aesthetics	E	Extension
AC	Art Criticism	HA	Humor in Art
AH	Art History	IC	Introducing the Chapter
ALA	Art & Language Arts	IL	Introducing the Lesson
AS	Art & Social Studies	M	Motivator
C	Close	MA	More About
CC	Cross Curriculum	SA	Studio Activities
CD	Cultural Diversity	SS	Studio Skills
CL	Cooperative Learning	TN	Teacher Notes
CT	Critical Thinking	TPC	Time & Place Connections
DQ	Discussing the Quotation	UMS	Using Map Skills