

**GLENCOE CORRELATION**  
**CREATING & UNDERSTANDING DRAWINGS**  
**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> 181 <i>Applying Your Skills (Chapter 9)</i> #3 198, <i>(Chapter 10)</i> #1 198
CE-1VA-H2 applying a variety of media techniques, technologies, and processes for visual expression and communication; (2, 3)	SE: <i>Activity</i> 26, 153 <i>Studio Project</i> 36-37, 75 <i>Try This . . .</i> 35
CE-1VA-H3 recognizing and utilizing individual expression through the use of the elements of design while exploring compositional problems; (1, 2)	SE: <i>Activity</i> 263 <i>Developing Your Portfolio</i> 143 <i>Studio Project</i> 21, 114-115, 192 <i>Unit 2 Review (Chapter 6)</i> #3 128
CE-1VA-H4 producing a visual representation of ideas derived through the study of various cultures, disciplines, and art careers; (2, 4)	SE: <i>Making Art Connections (Mathematics)</i> 129 (When students make a drawing using the Golden Rectangle.)
CE-1VA-H5 producing imaginative works of art generated from individual and group ideas; (1, 5)	SE: <i>Activity</i> 191, 258, 260 <i>Studio Project</i> 157
CE-1VA-H6 producing works of art which describe and connect art with other disciplines; (4)	SE: <i>Making Art Connections (Music)</i> 77
CE-1VA-H7 maintaining a sketchbook or journal and developing a portfolio. (1, 4)	SE: 47-48 <i>Activity</i> 7, 112 <i>Developing Your Portfolio</i> 81 <i>In Your Sketchbook</i> 77, 129 <i>Try This . . .</i> 94
<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: 20 fig 1.20, 65, 133, 134-135, 231 fig 11.34 <i>Sharpening Your Art Skills</i> 74 <i>Thinking Critically About Art (Judge)</i> 129 <i>Try This . . .</i> 85, 139
AP-2VA-H2 analyzing unique characteristics of art as it reflects the quality of everyday life in various cultures; (1, 5)	SE: <i>Check Your Understanding</i> #3 233
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: <i>Applying Your Skills (Chapter 12)</i> #2 286

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AP-2VA-H4 assimilating the multiple possibilities and options available for artistic expression; (2, 3)	SE: 234-246, 250-269, 272-285 <i>Studio Project</i> 118
AP-2VA-H5 questioning/weighing evidence and information, examining intuitive reactions, and drawing personal conclusions about works of art. (1)	SE: 232 fig 11.36
<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: 202-233 (Students learn about selected periods in the history of art.) <i>Applying Your Skills (Chapter 11) #2</i> (Students indicate the period and style associated with a specified artist.)
HP-3VA-H2 analyzing how works of art cross geographical, political, and historical boundaries; (1, 4, 5)	See Glencoe's <i>Art in Focus</i> . 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)	See Glencoe's <i>Art in Focus</i> . 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: 25, 30 fig 2.8, 35 fig 2.13, 145 fig 8.3
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>Check Your Understanding #4</i> 233 <i>Making Art Connections (Social Studies)</i> 287
<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: 88 fig 5.7, 233 fig 11.37 <i>Check Your Understanding #5</i> 233 <i>Thinking Critically About Art (Compare and Contrast)</i> 165, <i>(Analyze)</i> 287
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)	See Glencoe's <i>Art in Focus</i> . 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

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CA-4VA-H3 comparing and contrasting the processes, subjects, and media of the visual arts; (2, 3)	SE: <i>Thinking Critically About Art (Compare and Contrast #3, #4)</i> 287 <i>Unit 1 Review (Chapter 4)</i> #2 76
CA-4VA-H4 analyzing how specific works are created and how they relate to cultures and to historical periods; (1, 2, 3, 4)	See <i>Art in Focus</i> . 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> 207 <i>Thinking Critically About Art (Judge)</i> 77 <i>Try This . . .</i> 175 (Students evaluate an assigned work.)