

Art in Focus ©2006
National Standards for Arts Education
Correlation by Standards

KEY: FR = Focus on Reading; 1-SL = Studio Lesson; T = Time Art Scene; 1-1 Chapter-Lesson		
Standards and Performance Indicators		Page Number Reference
Arts Education Standard 1: <i>Understanding and applying media, techniques, and processes</i>		
1a	Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.	1-FR; 2-1; 2-2; 3-SL; 5-T; 6-SL; 8-1; 8-2; 8-SL; 11-1; 13-T; 14-1; 19-1; 19-2; 19-T; 20-SL; 22-1; 24-SL
1b	Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.	1-FR; 2-2; 2-SL; 1-T; 3-1; 3-2; 3-3; 3-SL; 4-2; 5-2; 5-T; 6-2; 6-SL; 7-1; 7-2; 8-1; 8-2; 8-SL; 10-2; 11-2; 12-1; 13-SL; 14-1; 15-SL; 16-1; 18-1; 18-2; 19-2; 19-SL; 19-T; 20-SL; 21-2; 22-T; 23-1; 23-SL; 24-1; 24-SL
Arts Education Standard 2: <i>Using knowledge of structures and functions</i>		
2a	Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.	2-1; 2-SL; 3-1; 3-2; 3-3; 3-4; 4-FR; 4-1; 4-2; 4-T; 5-1; 5-2; 6-1; 8-1; 8-2; 8-T; 10-1; 10-2; 10-3; 10-SL; 11-2; 12-FR; 12-1; 13-1; 17-1; 17-2; 18-1; 18-3; 18-SL; 18-T; 19-2; 19-3; 21-FR; 21-2; 21-3; 22-1; 22-2; 23-1; 23-2; 24-1; 24-2; 24-SL; 24-T
2b	Students evaluate the effectiveness of artworks in terms of organizational structures and functions.	1-1; 1-2; 2-FR; 2-1; 2-2; 2-SL; 3-FR; 3-1; 3-2; 3-3; 3-4; 3-SL; 4-2; 4-T; 5-1; 5-2; 5-SL; 6-2; 6-SL; 7-2; 8-1; 8-2; 8-SL; 9-2; 10-3; 10-SL; 11-FR; 11-2; 12-2; 13-1; 13-SL; 14-1; 14-2; 15-2; 15-3; 15-SL; 16-1; 17-FR; 17-1; 17-SL; 18-1; 18-2; 18-3; 18-SL; 19-FR; 19-2; 19-3; 19-SL; 20-1; 20-2; 20-SL; 21-1; 21-2; 21-3; 22-FR; 22-1; 22-2; 22-SL; 22-T; 23-FR; 23-1; 23-2; 23-SL; 24-1; 24-2; 24-3; 24-SL
2c	Students create artworks that use organizational principles and functions to solve specific visual arts problems.	1-2; 2-1; 2-2; 3-2; 3-SL; 4-T; 5-SL; 6-1; 6-SL; 7-1; 8-SL; 10-2; 10-SL; 11-1; 12-2; 15-SL; 16-2; 16-3; 17-SL; 18-1; 18-SL; 19-1; 19-SL; 22-1; 22-2; 22-SL; 22-T; 23-2; 23-3; 24-1; 24-SL

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Arts Education Standard 3: <i>Choosing and evaluating a range of subject matter, symbols, and ideas</i>		
3a	Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.	1-1; 2-2; 1-T; 3-2; 3-3; 3-4; 3-T; 4-T; 6-T; 7-2; 7-T; 8-1; 8-2; 10-1; 10-2; 13-1; 13-SL; 15-2; 16-FR; 17-1; 18-FR; 19-2; 19-3; 20-1; 20-2; 20-T; 21-2; 23-T; 24-2; 24-T
3b	Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.	6-SL; 6-T; 7-T; 8-1; 8-2; 10-1; 11-T; 15-SL; 17-SL; 17-T; 21-2; 22-2; 22-SL; 23-SL
Arts Education Standard 4: <i>Understanding the visual arts in relation to history and cultures</i>		
4a	Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.	1-1; 3-T; 4-T; 5-FR; 5-1; 6-1; 6-T; 7-2; 7-T; 8-1; 8-2; 8-T; 9-FR; 9-1; 9-2; 9-T; 10-1; 10-3; 11-1; 11-2; 12-1; 13-1; 13-2; 14-1; 14-2; 14-T; 15-FR; 15-1; 15-2; 15-3; 16-FR; 16-1; 16-2; 16-3; 18-1; 18-3; 19-1; 19-3; 20-FR; 20-1; 20-2; 21-1; 21-3; 21-T; 22-1; 22-2; 23-1; 23-2; 23-3; 23-T; 24-FR; 24-1; 24-SL; 24-T
4b	Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.	1-FR; 2-2; 1-T; 3-2; 5-T; 6-1; 6-2; 6-T; 7-1; 7-2; 7-T; 8-T; 9-1; 9-2; 10-2; 11-1; 11-T; 12-FR; 12-1; 12-2; 13-1; 13-SL; 14-2; 14-T; 15-FR; 15-2; 15-3; 16-FR; 16-2; 16-3; 17-T; 20-FR; 21-1; 21-3; 21-T; 23-1; 23-T; 24-1
4c	Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.	3-FR; 6-1; 7-2; 10-FR; 10-3; 10-T; 11-FR; 11-1; 11-2; 13-FR; 15-3; 15-T; 16-2; 16-3; 16-T; 18-FR; 18-SL; 19-1; 19-2; 19-T; 20-1; 20-2; 21-T; 23-3; 23-T; 24-3
Arts Education Standard 5: <i>Reflecting upon and assessing the characteristics and merits of their work and the work of others</i>		
5a	Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.	1-1; 1-2; 2-1; 2-2; 2-SL; 3-FR; 3-2; 3-3; 4-1; 4-2; 4-T; 5-1; 5-T; 6-1; 6-2; 7-1; 7-2; 8-1; 8-2; 9-1; 9-2; 10-1; 10-2; 10-3; 10-SL; 11-1; 11-2; 12-2; 13-1; 13-2; 14-FR; 14-1; 14-2; 15-3; 16-1; 17-2; 18-1; 18-2; 18-3;

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		19-2; 20-1; 20-2; 20-SL; 20-T; 21-1; 21-3; 21-T; 22-1; 22-2; 23-1; 23-2; 24-1
5b	Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.	1-1; 1-2; 2-1; 2-2; 3-1; 3-2; 4-1; 4-2; 5-1; 5-T; 6-FR; 6-1; 7-FR; 7-1; 7-2; 8-1; 8-2; 8-SL; 10-1; 10-2; 10-3; 11-FR; 11-1; 11-2; 12-2; 13-2; 14-2; 18-2; 18-3; 19-2; 20-1; 20-2; 20-T; 21-1; 21-2; 21-3; 21-T; 22-2; 23-2; 23-SL; 24-1; 24-2; 24-3; 24-SL
Arts Education Standard 6: Making connections between visual arts and other disciplines		
6a	Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.	1-1; 3-T; 5-2; 8-T; 9-1; 9-T; 10-T; 11-FR; 12-T; 14-2; 15-T; 16-1; 16-T; 19-2; 23-3; 24-2; 24-T
6b	Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.	1-1; 3-2; 3-4; 3-T; 4-T; 6-T; 7-1; 7-T; 8-1; 8-2; 8-T; 9-2; 9-T; 12-T; 13-1; 15-1; 16-1; 18-T; 19-2; 21-3; 21-T; 22-T; 23-3; 23-T; 24-1; 24-3