

**Glencoe/McGraw-Hill**

***GLENCOE ART IN FOCUS* © 2006**

**correlated to**

**Alabama Course of Study  
Arts Education  
Visual Arts Grades 7-12 Level 2**

**Glencoe Art in Focus ©2006**  
**correlated to**  
**Alabama Course of Study: Arts Education**  
**Visual Arts Grades 7-12 Level 2**

<b>STANDARDS AND OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<p>1. Create works of art with a variety of visual relationships.</p> <ul style="list-style-type: none"> <li>• Organizing formal relationships in works of art Examples: color contrasts, differences in shape and size, repetition of textures and patterns</li> <li>• Organizing subject relationships in works of art Examples: mother and child, man-made objects in a landscape</li> <li>• Describing how visual relationships create meaning in works of art</li> </ul>	<p>30,35,36,47,187,362,469,477,499,549</p> <p>8,17,35,115,210-211,473,474</p> <p>8,12-15</p>
<p>2. Produce works of art using a variety of techniques.</p> <ul style="list-style-type: none"> <li>• Determining the appropriateness of techniques used to create a work of art</li> <li>• Demonstrating technical proficiency in the production and presentation of a work of art Examples: skillful use of printmaking tools, properly matting two-dimensional works of art</li> </ul>	<p>80-81,121,143,305,441,459,573</p> <p>59-62</p>
<p>3. Demonstrate knowledge of safe handling of tools, studio and environmental practices, procedures, and regulations. Examples: properly using and disposing of hazardous chemicals or fluids, using flame-retardant cabinets, utilizing ventilation systems</p>	<p>XTM29-XTM32</p>
<p>4. Evaluate student works of art orally or in writing according to specified criteria.</p> <ul style="list-style-type: none"> <li>• Identifying criteria for judging works of art Examples: craftsmanship, originality, technique, content</li> <li>• Comparing a finished personal work of art with its intended content or design</li> </ul>	<p>18-22,94-98,106-114,121,143,187</p> <p>14,187,241,263</p>

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<p>5. Describe various artistic contributions to environmental and social issues.            Examples: Frederic Olmstead's design of Central Park, Frank Lloyd Wright's <i>Falling Water</i>, Jacob Lawrence's <i>Migration</i> series</p> <ul style="list-style-type: none"> <li>• Explaining the role of works of art placed in the environment              Examples: Maya Lin's Vietnam Veterans Memorial in Washington, D.C.; Lin's Civil Rights Memorial in Montgomery, Alabama; AIDS (acquired immunodeficiency syndrome) Quilt Memorial; Robert Smithson's <i>Spiral Jetty</i></li> </ul>	22,551,566,570-571
<p>6. Produce a reflective narrative that critically analyzes selected works of art.</p> <ul style="list-style-type: none"> <li>• Identifying the elements of art and principles of design</li> <li>• Interpreting the subject matter, purpose, and expressive content of a work of art</li> </ul>	25-49  10-13,56-57,390
<p>7. Use appropriate visual arts terminology in response to works of art, including the elements of art and principles of design.</p>	26-47
<p>8. Describe stylistic characteristics of selected works of art and architecture.            Examples: Raphael's (Raffaello Sanzio) Madonnas in the High Renaissance, Cathedral of Notre Dame in Gothic architecture, Charles Demuth's <i>I Saw the Figure Five in Gold</i></p> <ul style="list-style-type: none"> <li>• Analyzing major works of art and architecture from various cultures, times, and places to understand forms, subjects, themes, and symbols              Examples: Parthenon in Athens, Greece; Kremlin in Moscow, Russia</li> <li>• Using a variety of resource media in researching stylistic characteristics of selected art, artists, cultures, times, and places              Examples: multimedia presentation, storyboard, poster, or research paper identifying the characteristics of Jacob Lawrence's <i>Harlem</i> series paintings</li> </ul>	36-37,169-171,180-181,195,204,205,221,336,372,373,374         17-18,22,551

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<p>9. Identify various uses of the visual arts in business and industry.            Examples: developing logos and advertisements, designing buildings and other structures</p> <ul style="list-style-type: none"> <li>• Identifying arts careers in business and industry              Examples: dance—choreographer, dance educator;              music—conductor, composer;              theatre—set designer, artistic director;              visual arts—textile designer, museum curator</li> </ul>	585-598
<p>10. Compare ways of producing, responding, and understanding in the visual arts with other arts disciplines, the humanities, and other academic subject areas.            Examples: process of writing compared to process of forming works of art; rhythms in visual arts, dance, and music compared to rhythms in poetry; color theory in art compared with color theory in science</p>	5,25,27,29,41,45,55,63,69,93,111,127,147,149,167,169,185,191,195,203,213,245,265,269,277,379,395,477,545