

Glencoe/McGraw-Hill

GLENCOE ART TALK © 2005

correlated to

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

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STANDARDS AND OBJECTIVES	PAGE REFERENCES
<p>1. Create works of art with a variety of visual relationships.</p> <ul style="list-style-type: none"> • Organizing formal relationships in works of art Examples: color contrasts, differences in shape and size, repetition of textures and patterns • Organizing subject relationships in works of art Examples: mother and child, man-made objects in a landscape • Describing how visual relationships create meaning in works of art 	<p>86-87,98-100,115,124-125,128-129,149,165,177-183,199,220-221,450</p> <p>166-167,263</p> <p>166-167</p>
<p>2. Produce works of art using a variety of techniques.</p> <ul style="list-style-type: none"> • Determining the appropriateness of techniques used to create a work of art • 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 	<p>81,82,84,107,122-123,186-187,242,428,434,440,</p> <p>42-49,433,441-442</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>443-444</p>
<p>4. Evaluate student works of art orally or in writing according to specified criteria.</p> <ul style="list-style-type: none"> • Identifying criteria for judging works of art Examples: craftsmanship, originality, technique, content • Comparing a finished personal work of art with its intended content or design 	<p>18-19,26,31-35,52-53</p> <p>18-19,9-12,30</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"> • 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> 	<p>48,66,67,80,88,198-199,216,300-301,312,386</p>
<p>6. Produce a reflective narrative that critically analyzes selected works of art.</p> <ul style="list-style-type: none"> • Identifying the elements of art and principles of design • Interpreting the subject matter, purpose, and expressive content of a work of art 	<p>16-22,91-93,130,153,165,166</p> <p>7-10,27,29,31,32,34-35,88,89,152-153,155-157,239-241,268-269</p>
<p>7. Use appropriate visual arts terminology in response to works of art, including the elements of art and principles of design.</p>	<p>16-21</p>

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<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"> • 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 • 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 	<p>16,18,36-37,54-56,68,132,276-277,323,326-327,352-353,355,382,399</p> <p>60-61,306-307,396-397</p>
<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"> • 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 	<p>388-407</p>
<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>	<p>22,38-39,47,48,58,60,68,96,115,132,137,139,153,170,198,230,240,262,271,290,321,413-426</p>