

Glencoe/McGraw-Hill

***GLENCOE CREATING & UNDERSTANDING DRAWINGS* © 2006**

correlated to

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

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

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>136-137,152-153,154,189</p> <p>42,80,132,173,214,220</p> <p>11,152-153,154-155</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>29,55,56,158,193,194</p> <p>6,144-146,147-150</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>56,115</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>64,66-67,68-74,82,135,171</p> <p>156,170-171</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> 	74,130-131,144
<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 	8-21,64,66-67,74,82 181-185,188
<p>7. Use appropriate visual arts terminology in response to works of art, including the elements of art and principles of design.</p>	8-21
<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 	184-185,214 34,206-207,208-209,210,212,213-214,216,217,219-221,227-228,230-233,245,264-265,271

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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"> • 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 	274-285
<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>	77,129,165,199,287