

Art in Focus © 2000
National Standards for the Visual Arts
Correlation by Lesson

Chapter 4: <i>Art Criticism and Aesthetics</i>		
Introduction	2.a.	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.b.	Students evaluate the effectiveness of artworks in terms of organizational structures and functions.
	2.d.	Students demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives.
Lesson 1: <i>Art Criticism: A Search for Aesthetic Qualities</i>	1.a.	Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
	1.b.	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.
	2.b.	Students evaluate the effectiveness of artworks in terms of organizational structures and functions.
	2.c.	Students create artworks that use organizational principles and functions to solve specific visual arts problems.
	5.a.	Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
Lesson 2: <i>Using Aesthetics and Art Criticism</i>	1.a.	Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
	1.b.	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.
	2.a.	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.b.	Students evaluate the effectiveness of artworks in terms of organizational structures and functions.
	2.c.	Students create artworks that use organizational principles and functions to solve specific visual arts problems.
	2.d.	Students demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives.
	4.b.	Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
	5.a.	Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
	5.c.	Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.
	5.d.	Students correlate responses to works of visual arts with various techniques for communicating meanings, ideas, attitudes, views, and intentions.
	6.a.	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.

Studio Lesson: <i>Painting a Representational Still Life</i>	1.a.	Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
	1.b.	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.
	2.c.	Students create artworks that use organizational principles and functions to solve specific visual arts problems.