

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

| <b>Chapter 12:</b><br><i>The Arts of Africa</i>                  |      |  |
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| Lesson 1:<br><i>Art of African Kingdoms</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.  |
|  | 3.a. | Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.  |
| Lesson 2:<br><i>African Sculpture</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.  |
|  | 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. |
|  | 3.a. | Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.  |
| Studio Lesson:<br><i>Creating a Papier-Mache Ceremonial Mask</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.  |