

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

Chapter 13: <i>Early Christian, Byzantine, and Islamic Art</i>		
Lesson 1: <i>Early Christian and Byzantine Art</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.
	3.a.	Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
	3.b.	Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.
	4.a.	Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
	4.b.	Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
	5.b.	Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
	5.d.	Students correlate responses to works of visual arts with various techniques for communicating meanings, ideas, attitudes, views, and intentions.
Lesson 2: <i>Islamic Art</i>	1.a.	Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
	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.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.b.	Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
Studio Lesson: <i>Byzantine-Style Self-Portrait</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.

Studio Lesson: <i>Creating a Word Design</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.