

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

Chapter 15: Gothic Art		
Introduction	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.
Lesson 1: <i>Emergence of the Gothic Style</i>	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.
	3.a.	Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
	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.
	6.b.	Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.
Lesson 2: <i>Gothic Sculpture and Illustrated Books</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.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.
	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.
Lesson 3: <i>Italian Church Painting</i>	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.
	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>Drawing a Landscape Tympanum</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.
Studio Lesson: <i>Carving a Tympanum Landscape Relief</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.