

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

<b>Chapter 18:</b> <i>Art of Sixteen-Century Europe</i>		
Introduction	1.a.	Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
	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 1: <i>The Art of Venice</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.
	4.b.	Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
	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.
Lesson 2: <i>Mannerism</i>	2.b.	Students evaluate the effectiveness of artworks in terms of organizational structures and functions.
	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.	
	4.d.	Students analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists.
Lesson 3: <i>The Art of Northern Europe</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.
	4.b.	Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
	4.d.	Students analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists.
	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.

Studio Lesson: <i>Painting of a Bizarre Creature</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>Humorous Face from Expanded Shapes</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.