

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

Chapter 19: Baroque Art		
Introduction	3.a.	Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
	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.
Lesson 1: <i>Baroque Art of Italy and Flanders</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.
	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.
	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.	
Lesson 2: <i>Dutch 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.c.	Students create artworks that use organizational principles and functions to solve specific visual arts problems.
	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.

	4.c.	Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.
	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.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.
	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 3: <i>Spanish 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.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.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.
	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 Shape Moving in Space</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.c.	Students create artworks that use organizational principles and functions to solve specific visual arts problems.
Studio Lesson: <i>Charcoal Figure Drawing</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.