

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

Chapter 20: Rococo Art		
Lesson 1: <i>Art in France</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.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.
	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.
	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>Art in England and Spain</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.
	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.
Studio Lesson: <i>Still-Life Chalk 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.
	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.

Studio Lesson: <i>Expressive Self-Portrait Collage</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.