

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

<b>Chapter 24:</b> <i>Modern Art Movements to the Present</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.
	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.
Lesson 1: <i>Revolutions in European and American 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.
	2.b.	Students evaluate the effectiveness of artworks in terms of organizational structures and functions.
	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.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.c.	Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.
	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>Innovations in Sculpture and Architecture</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.

	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.
Studio Lesson: <i>Three-Dimensional Relief 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.
	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.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.