

Art Talk ©2005
National Standards for Arts Education
Correlation by Standards

KEY	
1-1	Chapter 1-Lesson 1
1-ACA	Chapter 1-Art Criticism in Action
1-T	Chapter 1-Time Art Scene
SP4-1	Chapter 4-Studio Project 1
4-SAP	Chapter 4-Student Art Portfolio

Standards and Performance Indicators		Chapter-Lesson Reference
Arts Education Standard 1:		
Understanding and applying media, techniques, and processes		
Achievement Standard, Proficient:		
1a	Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.	1-T, 2-T, 3-1,3-2, 3-3, 3-T, SP4-1, SP4-2, SP4-3, 4-T, 5-1, 5-2, SP5-1, SP 5-2, SP5-3, 5-SAP, 5-T, SP6-1, SP6-2, SP6-3, 6-SAP, 6-T, SP7-1, SP7-2, SP7-3, 7-SAP, 7-ACA, 7-T, SP8-1, SP8-2, SP8-3, 8-SAP, 8-T, SP9-1, SP9-2, SP9-3, 9-T, SP10-1, SP10-2, SP10-3, 10-T, SP11-1, SP11-2, SP11-3, 11-SAP, 11-T, 12-T, 13-T, 14-T
1b	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-T, 3-2, 3-T, 4-2, SP4-2, SP4-3, 4-SAP, 5-5, SP5-1, SP5-2, SP5-3, 5-SAP, SP6-1, SP6-2, SP6-3, 6-SAP, SP7-1, SP7-2, SP7-3, 7-SAP,7-ACA, SP8-1, SP8-2, SP8-3, SP9-1, SP9-2, SP10-1, SP10-2, SP10-3, 10-SAP, SP11-1, SP11-2, SP11-3, 12-3, 14-1
Achievement Standard, Advanced:		
1c	Students communicate ideas regularly at a high level of effectiveness in at least one visual arts medium.	
1d	Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation.	SP9-1, SP9-3, 11-ACA, 12-ACA, 14-ACA

Arts Education Standard 2:		
Using knowledge of structures and functions		
Achievement Standard, Proficient:		
2a	Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.	1-ACA, 2-2, SP5-3, 6-1, SP6-2, SP6-3, SP7-2, SP7-3, SP8-3, 8-ACA, SP9-3, SP10-2, SP10-3, SP11-1, SP11-2, SP11-3, 11-ACA, 12-ACA, 14-1, 14-ACA
2b	Students evaluate the effectiveness of artworks in terms of organizational structures and functions.	1-3, 1-ACA, 2-1, 2-2, 2-ACA, 3-ACA, 4-1, 4-2, 4-ACA, 5-1, 5-2, 5-3, 5-4, 5-5, 5-SAP, 5-ACA, 6-2, 6-3, SP6-2, 6-ACA, 7-1, 7-2, 7-SAP, 8-1, 8-2, 8-3, 8-SAP, 8-ACA, 9-1, 9-2, 9-3, 9-SAP, 9-ACA, 10-1, 10-2, 10-3, 10-SAP, 10-ACA, 11-1, 11-2, SP11-1, SP11-2, 11-SAP, 13-ACA
2c	Students create artworks that use organizational principles and functions to solve specific visual arts problems.	4-1, SP4-1, SP4-2, SP5-1, SP5-2, SP6-3, SP7-1, SP7-2, SP7-3, 7-ACA, SP8-2, SP8-3, SP9-1, SP9-2, SP9-3, SP10-1, SP10-2, SP10-3, 10-SAP, 11-SAP, 12-1
Achievement Standard, Advanced:		
2d	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.	6-ACA, 7-SAP, 8-SAP, 9-SAP, 10-ACA
2e	Students create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions.	SP4-3, SP 6-1, SP 6-3, SP 9-3, SP 10-3
Arts Education Standard 3:		
Choosing and evaluating a range of subject matter, symbols, and ideas		
Achievement Standard, Proficient:		
3a	Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.	1-1, 1-2, 1-3, 2-1, 2-2, 2-3, 4-1, 4-2, SP4-1, SP4-2, 5-1, 5-2, 5-3, 5-4, 5-5, 6-1, 6-2, 6-3, SP6-1, 7-1, 7-2, 7-ACA, SP8-1, SP8-2, 9-ACA, 10-2, 10-ACA, 13-1, 13-2, 13-3, 13-4, 13-5

3b	Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.	1-3, SP6-3, SP8-1, SP9-1, SP9-2, SP10-2, SP11-1, 12-1, 12-3, 12-4
Achievement Standard, Advanced:		
3c	Students describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others.	SP4-3, 8-1, 8-2, 8-3, SP8-3, 9-1, 9-2, 9-3, SP9-2, 9-ACA, 10-1, 10-2, 10-3, 11-1, 11-2, 13-1, 13-2, 13-3, 13-4, 13-5
3d	Students evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' works and in significant works by others.	SP9-1, 9-ACA, SP10-2, 13-ACA
Arts Education Standard 4:		
Understanding the visual arts in relation to history and cultures		
Achievement Standard, Proficient:		
4a	Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.	1-1, 2-3, SP4-1, SP4-2, 4-SAP, 4-ACA, SP5-1, SP5-2, SP5-3, SP6-1, SP6-2, 6-T, SP7-1, SP7-2, SP7-3, 7-ACA, SP8-1, SP8-2, 8-ACA, 9-3, SP9-2, SP9-3, 9-T, 10-3, SP10-1, SP10-3, 10-T, SP11-1, SP11-2, SP11-3, 12-1, 12-2, 12-3, 12-4, 12-T, 13-1, 13-2, 13-3, 13-4, 13-5
4b	Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.	1-1, 1-2, 4-SAP, 5-2, SP5-3, 7-2, SP7-2, 8-2, SP9-3, SP10-1, 12-1, 12-2, 12-3, 12-4, 12-T, 13-1, 13-2, 13-3, 13-4, 13-5
4c	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.	2-3, 2-ACA, 3-ACA, 5-ACA, 6-SAP, 11-ACA, 12-1, 12-2, 12-3, 12-4, 12-ACA, 13-1, 13-3, 13-4, 13-5, 14-ACA
Achievement Standard, Advanced:		
4d	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.	8-SAP, 8-ACA, 9-SAP
4e	Students analyze common characteristics of visual arts evident across time and among culture/ethnic groups to formulate analyses, evaluations, and interpretations of meaning.	12-1, 12-3, 13-1, 13-2, 13-5

Arts Education Standard 5:		
Reflecting upon and assessing the characteristics and merits of their work and the work of others		
Achievement Standard, Proficient:		
5a	Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.	1-2, 1-ACA, 1-T, 2-ACA, 3-ACA, 4-ACA, 5-ACA, 5-T, 7-T, 8-T, 10-SAP, 11-T, 12-1, 12-2, 12-3, 12-4, 13-ACA, 13-T, 14-2, 14-T
5b	Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.	2-3, 9-ACA, 10-ACA, 11-T, 12-1, 12-2, 12-3, 12-4, 12-T, 13-1, 13-2, 13-3, 13-4, 13-5
5c	Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.	1-ACA, 2-2, 2-ACA, 3-ACA, 4-ACA, 5-ACA, 6-ACA, 8-ACA, 10-SAP, 11-SAP, 11-ACA, 12-ACA, 13-5, 13-ACA, 14-ACA
Achievement Standard, Advanced:		
5d	Students correlate responses to works of visual arts with various techniques for communicating meanings, ideas, attitudes, views, and intentions.	2-2
Arts Education Standard 6:		
Making connections between visual arts and other disciplines		
Achievement Standard, Proficient:		
6a	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.	1-T, 2-T, 4-2, 4-T, 7-T, 8-T, 10-1, 13-T
6b	Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.	9-T, 10-1, 10-3, 10-T, 11-T, 13-3
Achievement Standard, Advanced:		
6c	Students synthesize the creative and analytical principles and techniques of the visual arts and selected other art disciplines, the humanities, or the sciences.	5-T, 6-T, 10-1, 10-T, 12-T, 13-T