

Art Talk ©2005
National Standards for Arts Education
Correlation by Chapter and Lesson

	STANDARD	PERFORMANCE INDICATOR
CHAPTER 2 <i>Art Criticism and Aesthetic Judgment</i>		
Lesson 1	2b	Students evaluate the effectiveness of artworks in terms of organizational structures and functions.
	3a	Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
Lesson 2	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.
	2b	Students evaluate the effectiveness of artworks in terms of organizational structures and functions.
	3a	Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
	5c	Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.
	5d	Students correlate responses to works of visual arts with various techniques for communicating meanings, ideas, attitudes, views, and intentions.
Lesson 3	3a	Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
	4a	Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
	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.
	5b	Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
Art Criticism in Action	2b	Students evaluate the effectiveness of artworks in terms of organizational structures and functions.
	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.
	5a	Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

	5c	Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.
TIME Art Scene	1a	Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
	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.
	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.