

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

	STANDARD	PERFORMANCE INDICATOR
CHAPTER 5 <i>Shape, Form, and Space</i>		
Lesson 1	1a	Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
	2b	Students evaluate the effectiveness of artworks in terms of organizational structures and functions. 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	1a	Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
	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.
	4b	Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
Lesson 3	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 4	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 5	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.
	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.

Studio Project 5-1	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.
	2c	Students create artworks that use organizational principles and functions to solve specific visual arts problems.
	4a	Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art. Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
Studio Project 5-2	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.
	2c	Students create artworks that use organizational principles and functions to solve specific visual arts problems.
	4a	Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
Studio Project 5-3	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.
	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.
	4a	Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
	4b	Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
Student Art Portfolio	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.

	2b	Students evaluate the effectiveness of artworks in terms of organizational structures and functions.
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.
	5a	Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
	6c	Students synthesize the creative and analytical principles and techniques of the visual arts and selected other art disciplines, the humanities, or the sciences.