

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

	STANDARD	PERFORMANCE INDICATOR
CHAPTER 6 <i>Color</i>		
Lesson 1	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.
	3a	Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
Lesson 2	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 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.
Studio Project 6-1	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.
	2e	Students create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions.
	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.
Studio Project 6-2	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.

	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.
	4a	Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
Studio Project 6-3	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.
	2c	Students create artworks that use organizational principles and functions to solve specific visual arts problems.
	2e	Students create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions.
	3b	Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.
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.
	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.
Art Criticism in Action	2b	Students evaluate the effectiveness of artworks in terms of organizational structures and functions.
	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.
	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.
	4a	Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
	6c	Students synthesize the creative and analytical principles and techniques of the visual arts and selected other art disciplines, the humanities, or the sciences.