

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

	STANDARD	PERFORMANCE INDICATOR
CHAPTER 8 <i>Rhythm, Pattern, and Movement</i>		
Lesson 1	2b	Students evaluate the effectiveness of artworks in terms of organizational structures and functions.
	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.
Lesson 2	2b	Students evaluate the effectiveness of artworks in terms of organizational structures and functions.
	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.
	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.
	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.
Studio Project 8-1	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.
	3a	Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
	3b	Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.
	4a	Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
Studio Project 8-2	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.

	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 8-3	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.
	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.
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.
	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.
	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.
Art Criticism in Action	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.
	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.
	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.
	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.