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National Standards for Arts Education
Correlation by Chapter and Lesson

	STANDARD	PERFORMANCE INDICATOR
CHAPTER 9 <i>Balance</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.
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.
	4a	Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
Studio Project 9-1	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.
	1d	Students initiate, define and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation.
	2c	Students create artworks that use organizational principles and functions to solve specific visual arts problems.
	3b	Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.
	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.
Studio Project 9-2	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.
	3b	Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.
	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.
	4a	Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
Studio Project 9-3	1a	Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
	1d	Students initiate, define and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation.
	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.
	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	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	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.
	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.
	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.
	5b	Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
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.
	6b	Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.