

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

	STANDARD	PERFORMANCE INDICATOR
CHAPTER 11	<i>Variety, Emphasis, Harmony, and Unity</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.
Studio Project 11-1	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.
	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.
	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 11-2	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 11-3	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.
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.
	2c	Students create artworks that use organizational principles and functions to solve specific visual arts problems.
	5c	Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.
Art Criticism in Action	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.
	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.
	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.

	5b	Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
	6b	Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.