

Creating and Understanding Drawings © 2000

National Standards for the Visual Arts

Correlation by Chapter

Chapter 7 <i>Acting as a Formalist</i>	2.a	Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
	2.b	Students evaluate the effectiveness of artworks in terms of organizational structures and functions.
	2.d	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.
	3.a	Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
	4.b	Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places
	4.d	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.
	5.a	Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
	5.b	Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
	5.c	Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.
	5.d	Students correlate responses to works of visual arts with various techniques for communicating meanings, ideas, attitudes, views, and intentions.