

Creating and Understanding Drawings © 2000

National Standards for the Visual Arts

Correlation by Chapter

Chapter 9 <i>Acting as an Emotionalist</i>	1.a	Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
	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.
	4.a	Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art
	4.b	Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places
	4.c	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.
	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.