

***Introducing Art ©2005***  
**National Standards for Arts Education**  
**Correlation by Standards**

<b>KEY</b>	
1-1	Chapter 1-Lesson 1
1-TAS	Chapter 1-Time Art Scene

<b>Standards and Performance Indicators</b>		<b>Chapter-Lesson Reference</b>
<b>Arts Education Standard 1:</b>		
Understanding and applying media, techniques, and processes		
Achievement Standard:		
1a	Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices.	1-2, 1-4, 1-6, 1-7, 2-1, 2-2, 2-5, 3-1, 3-2, 3-4, 3-5, 3-7, 4-4, 4-5, 4-6, 5-2, 5-3, 5-4, 5-5, 5-6, 5-8, 6-2, 6-4, 6-7, 6-8, 7-1, 7-2, 7-6, 7-7, 7-8, 8-2, 8-4, 8-7, 8-8, 9-4, 9-5, 9-6, 9-8, 10-4, 10-5, 10-6, 10-8, 11-2, 11-3, 11-4, 11-7, 11-8, 12-1, 12-2, 12-4, 12-TAS, 12-8, 13-1, 13-2, 13-4, 13-5, 13-8, 14-1, 14-2, 14-3, 14-4
1b	Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experience and ideas.	1-2, 1-3, 1-4, 1-6, 2-2, 2-5, 3-2, 3-3, 3-4, 3-7, 4-4, 4-5, 4-6, 5-2, 5-4, 5-6, 5-8, 6-2, 6-4, 6-8, 7-1, 7-2, 7-6, 7-7, 7-8, 8-2, 8-4, 8-7, 8-8, 9-4, 9-5, 9-6, 9-8, 10-2, 10-5, 10-6, 10-8, 11-2, 11-3, 11-4, 11-7, 11-8, 12-1, 12-2, 12-4, 12-8, 13-1, 13-2, 13-4, 13-5, 13-8, 14-1, 14-2, 14-3, 14-4
<b>Arts Education Standard 2:</b>		
Using knowledge of structures and functions		
Achievement Standard:		
2a	Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work.	1-4, 1-6, 2-2, 2-5, 3-2, 3-4, 3-7, 4-1, 4-3, 4-4, 4-5, 4-6, 5-2, 5-4, 5-6, 5-8, 6-2, 6-4, 6-7, 6-8, 7-1, 7-2, 7-6, 7-8, 8-2, 8-4, 8-8, 9-4, 9-6, 9-8, 10-3, 10-4, 10-5, 10-6, 10-8, 11-2, 11-4, 11-8, 12-2, 12-4, 12-8, 12-TAS 13-2, 13-4, 13-5, 13-8, 14-4
2b	Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.	1-2, 1-7, 1-TAS, 2-1, 2-3, 2-4, 2-6, 3-1, 3-3, 3-5, 3-6, 3-7, 4-2, 4-4, 4-5, 5-5, 5-8, 6-1, 6-2, 6-3, 6-TAS, 7-3, 7-6, 7-7, 8-8, 9-5, 9-7, 9-8,

		12-4, 12-TAS, 14-4
2c	Students select and use the qualities of structures and functions of art to improve communication of their ideas.	1-5, 2-3, 2-6, 2-TAS, 3-1, 3-4, 4-2, 4-5, 6-3, 6-5, 8-2, 10-3, 10-6, 11-7, 11-8
<b>Arts Education Standard 3:</b> Choosing and evaluating a range of subject matter, symbols, and ideas		
Achievement Standard:		
3a	Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.	1-5, 1-6, 1-7, 2-5, 3-1, 3-7, 4-6, 5-6, 6-1, 6-4, 6-7, 7-8, 8-2, 9-6, 10-4, 10-8, 11-2, 11-8, 13-4, 14-4
3b	Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.	1-5, 2-1, 2-TAS, 5-2, 6-1, 6-6, 6-7, 7-2, 8-8, 6-8, 8-8, 8-TAS, 11-4, 13-1, 13-4, 14-TAS
<b>Arts Education Standard 4:</b> Understanding the visual arts in relation to history and cultures		
Achievement Standard:		
4a	Students know and compare the characteristics of artworks in various eras and cultures.	1-1, 1-3, 2-2, 2-4, 3-6, 5-1, 5-7, 5-TAS, 6-3, 6-5, 7-1, 7-3, 7-4, 7-5, 7-7, 8-1, 8-3, 8-5, 9-1, 9-3, 9-4, 9-TAS, 10-1, 10-2, 10-5, 10-7, 11-5, 12-3, 12-3, 12-4, 12-5, 12-7, 13-3, 13-7
4b	Students describe and place a variety of art objects in historical and cultural contexts.	1-TAS, 2-4, 4-3, 4-4, 5-1, 5-TAS, 7-3, 7-5, 8-1, 8-6, 10-7, 11-3, 11-7, 12-3, 13-7
4c	Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.	2-4, 3-8, 5-1, 5-5, 5-8, 5-TAS, 6-5, 6-8, 7-1, 7-7, 8-3, 8-5, 8-TAS, 9-3, 10-5, 10-TAS, 11-5, 11-TAS, 13-6, 13-TAS, 14-1, 14-TAS
<b>Arts Education Standard 5:</b> Reflecting upon and assessing the characteristics and merits of their work and the work of others		
Achievement Standard:		
5a	Students compare multiple purposes for creating works of art.	3-TAS, 4-3, 6-TAS, 7-TAS, 8-5, 8-6, 8-7, 9-3, 11-3, 11-TAS, 12-1, 13-1, 13-3, 13-5, 13-8,
5b	Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.	1-1, 2-TAS, 3-6, 3-TAS, 4-1, 4-3, 5-3, 5-4, 5-7, 6-TAS, 7-2, 7-3, 7-5, 8-7, 9-1, 9-7, 9-8, 9-TAS, 10-1, 10-2, 10-7, 11-1, 11-TAS, 12-6, 12-7, 13-2, 13-6, 14-1, 14-3, 14-5, 14-6, 14-TAS
5c	Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.	2-2, 3-2, 4-3, 4-5, 4-6, 4-TAS, 5-2, 5-4, 6-2, 6-4, 7-2, 8-1, 9-3, 9-6, 10-6, 11-6
<b>Arts Education Standard 6:</b> Making connections between visual arts and other disciplines		
Achievement Standard, Proficient:		

6a	Students compare characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context.	3-8, 4-1, 6-5, 6-6, 7-4, 9-1, 9-2, 13-3, 9-TAS, 11-5, 11-6, 12-1, 12-3, 12-5, 12-6, 12-7, 13-6, 14-5, 14-6, 14-TAS
6b	Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.	1-TAS, 2-TAS, 3-8, 4-TAS, 5-TAS, 6-6, 6-TAS, 7-4, 7-TAS, 8-6, 8-TAS, 9-2, 10-2, 10-TAS, 11-1, 11-6, 11-7, 11-TAS, 12-6, 12-TAS, 13-6, 14-6