

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

	STANDARD	PERFORMANCE INDICATOR
<b>CHAPTER 4 <i>Looking at Art</i></b>		
<b>Lesson 1</b>	2b	Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.
	4a	Students know and compare the characteristics of artworks in various eras and cultures.
	5b	Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.
<b>Lesson 2</b>	2b	Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.
	2c	Students select and use the qualities of structures and functions of art to improve communication of their ideas.
	5c	Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.
<b>Lesson 3</b>	2b	Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.
	4b	Students describe and place a variety of art objects in historical and cultural contexts.
	5a	Students compare multiple purposes for creating works of art.
	5b	Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.
<b>Lesson 4</b>	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 choice.
	1b	Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experience and ideas.
	2a	Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work.
	2b	Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.
	4b	Students describe and place a variety of art objects in historical and cultural contexts.
<b>Lesson 5</b>	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 choice.

	1b	Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experience and ideas.
	2a	Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work.
	2c	Students select and use the qualities of structures and functions of art to improve communication of their ideas.
	5c	Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.
<b>Lesson 6</b>	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 choice.
	1b	Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experience and ideas.
	2a	Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work.
	3a	Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.
	5c	Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.
<b>TIME Art Scene</b>	5c	Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.
	6b	Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.