

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

KEY	
1-1	Chapter 1-Lesson 1
1-CC	Chapter 1-Cross-Curricular Feature
1-T	Chapter 1-Time Art Scene

Standards and Performance Indicators		Chapter-Lesson Reference
Arts Education Standard 1:		
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.	2-2, 2-4, 3-1, 3-2, 3-3, 3-4, 3-5, 4-2, 4-4, 5-1, 5-2, 5-3, 5-4, 6-1, 6-2, 6-3, 6-4, 6-CC, 7-2, 7-4, 8-2, 8-4, 8-CC, 9-1, 9-2, 9-3, 9-4, 10-1, 10-2, 10-3, 10-4, 11-2, 11-3, 11-4, 11-5, 11-CC, 12-1, 12-2, 12-4, 13-1, 13-2, 13-3, 13-4, 14-2, 14-3, 14-4, 15-1, 15-2, 15-4, 15-5, 15-6, 15-7, 16-2, 16-4, 16-6, 17-3
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-T, 2-2, 2-4, 3-3, 3-5, 3-T, 4-2, 4-4, 5-1, 5-2, 5-3, 5-4, 6-1, 6-2, 6-3, 6-4, 6-CC, 7-2, 7-4, 8-2, 8-4, 8-CC, 9-1, 9-2, 9-3, 9-4, 10-1, 10-2, 10-3, 10-4, 11-1, 11-2, 11-3, 11-4, 11-5, 11-CC, 12-1, 12-2, 12-4, 13-1, 13-2, 13-3, 13-4, 14-2, 14-3, 14-4, 15-1, 15-2, 15-4, 15-5, 15-6, 15-7, 16-2, 16-4, 16-6, 17-3
Arts Education Standard 2:		
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.	2-4, 3-3, 3-5, 4-2, 4-4, 5-2, 5-4, 6-2, 6-3, 6-4, 7-2, 7-4, 8-2, 8-4, 9-2, 9-3, 9-4, 10-1, 10-2, 10-3, 10-4, 11-1, 11-2, 11-4, 12-1, 12-2, 12-4, 13-1, 13-2, 13-4, 14-2, 14-4, 15-2, 15-4, 15-6, 16-2, 16-4, 16-6, 17-3
2b	Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.	2-4, 4-1, 4-4, 7-2, 7-4, 9-1, 9-2, 11-3, 13-1, 13-4, 14-4, 15-4, 16-2
2c	Students select and use the qualities of structures and functions of art to improve communication of their ideas.	2-3, 2-4, 3-3, 3-T, 5-4, 9-1, 10-4, 11-3, 12-4, 13-1, 14-4, 15-1, 15-4, 16-2

Arts Education Standard 3: 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.	2-1, 2-2, 2-3, 2-4, 3-3, 3-5, 4-2, 4-4, 5-2, 5-4, 6-2, 6-4, 7-2, 7-4, 8-2, 8-4, 9-1, 9-4, 10-1, 10-2, 10-3, 10-4, 11-1, 11-2, 11-3, 11-4, 11-5, 12-2, 12-4, 13-1, 13-2, 13-4, 14-2, 14-4, 14-T, 15-2, 15-4, 16-2, 16-6
3b	Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.	2-3, 5-2, 6-CC, 8-2, 8-4, 9-3, 10-2, 10-4, 11-2, 11-4, 11-CC, 12-2, 14-4, 15-4, 16-6, 17-3
Arts Education Standard 4: Understanding the visual arts in relation to history and cultures		
Achievement Standard:		
4a	Students know and compare the characteristics or artworks in various eras and cultures.	5-1, 5-3, 5-5, 5-CC, 6-1, 6-3, 7-1, 7-3, 8-1, 8-3, 9-1, 9-3, 9-4, 10-1, 10-3, 11-1, 11-3, 11-5, 12-1, 12-3, 13-1, 13-3, 14-1, 15-1, 15-3, 15-5, 15-7, 16-3, 16-5, 16-7, 17-2
4b	Students describe and place a variety of art objects in historical and cultural contexts.	1-1, 5-5, 5-CC, 7-1, 7-3, 8-1, 8-3, 9-1, 9-2, 9-3, 9-T, 10-1, 10-3, 11-1, 11-3, 11-5, 12-1, 12-3, 13-1, 13-3, 14-1, 14-3, 16-1, 16-3, 16-5
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.	3-2, 4-3, 5-3, 5-T, 6-T, 7-1, 7-3, 8-1, 9-3, 10-1, 10-3, 11-1, 11-3, 11-5, 12-1, 12-3, 13-1, 13-3, 14-3, 15-T, 16-3, 16-5, 16-7, 16-T
Arts Education Standard 5: 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.	1-1, 1-2, 3-4, 5-1, 5-3, 5-5, 5-CC, 6-1, 6-3, 6-T, 7-1, 7-3, 7-T, 8-1, 8-T, 9-3, 10-1, 10-3, 10-T, 11-1, 11-3, 11-5, 11-CC, 11-T, 12-1, 12-3, 12-CC, 13-1, 16-3, 16-5, 16-7
5b	Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.	1-1, 1-T, 2-T, 3-1, 3-4, 4-1, 4-3, 4-T, 5-1, 5-3, 5-5, 7-1, 7-3, 8-1, 8-3, 9-1, 9-3, 10-T, 11-1, 11-3, 11-5, 12-1, 12-3, 13-3, 13-4, 13-CC, 13-T, 14-1, 14-3, 15-1, 15-3, 15-5, 15-7, 15-CC, 16-1, 16-5, 16-7, 17-1, 17-2

5c	Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.	2-2, 2-4, 4-1, 4-3, 9-CC, 9-T, 10-CC, 11-1, 11-5, 12-4, 15-5, 15-6, 16-3
Arts Education Standard 6:		
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.	1-T, 2-1, 3-1, 5-CC, 6-1, 6-3, 7-1, 7-3, 7-CC, 8-1, 8-3, 8-T, 9-1, 9-CC, 10-1, 10-3, 10-CC, 11-1, 11-CC, 12-3, 12-CC, 12-T, 13-3, 13-CC, 14-1, 14-CC, 15-1, 15-3, 15-5, 15-7, 15-CC, 15-T, 16-1, 16-7, 16-CC, 17-1, 17-2
6b	Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.	1-2, 2-T, 3-T, 4-T, 5-CC, 5-T, 6-CC, 7-CC, 7-T, 8-CC, 9-CC, 9-T, 10-CC, 10-T, 11-CC, 11-CC, 12-CC, 12-T, 13-CC, 13-T, 14-CC, 15-CC, 16-CC, 16-T, 17-T