

The Illinois Learning Standards for Fine Arts:
Middle/Junior High School Visual Arts
Correlated to
Art: Images and Ideas, grade 8, Davis Publications

The **Teacher’s Resource Binder** for *Art: Images and Ideas*, divided into four parts, guides and enhances the use of this curriculum. **Part One** explains the goals and rationale of the program and provides guides for curriculum planning, teaching strategies and developmental considerations. To augment each chapter of the Student Edition, **Part Two** supplies Instructional Resources including “Teaching Notes” for the instructor and reproducible “Study Questions,” “Check What You Learned” review questions, and “Supplements” to reinforce and extend students’ learning. Answers to all Instructional Resources are found in **Part Three**. **Part Four** is a reference of print, audio and visual resources for further inquiry by teachers and students. Finally, a Correlation of Large Reproductions and Overhead Transparencies connects their use to each chapter in the Student Edition.

STATE GOAL 25: Know the language of the arts

Learning Standard A: Understand the sensory elements, organizational principles and expressive qualities of the arts.	<i>Art: Images and Ideas</i> , grade 8, Davis Publications
25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.	<p>Student Edition Pages: 21-41, 43-61, 63, 81, 105, 107, 127, 129, 153, 155, 177, 179, 199, 201, 219, 221, 241, 243, 265, 267, 291</p> <p>Large Reproductions: <i>African Dance Mask; African Make Mask; Summer Hot</i>, Buchanan; <i>An April Mood</i>, Burchfield; <i>Running Fence</i>, Christo; <i>Dona Maria De La Luz Padilla Y Cervantes; Coatl (Snake)</i>, Escobedo; <i>Grecian Textile Bag; Collar and Bracelet</i>, Herbst; <i>Diego y Yo (Diego and I)</i>, Kahlo; <i>H.R.H Briefcase</i>, Levine; <i>Bare Willows and Distant Mountains</i>, MaYuan; <i>Sky Above Clouds IV</i>, O’Keefe; <i>Pomo Feather Basket; Mrs. Jones and Family</i>, Ringgold; <i>Lion</i>, Rubens; <i>Triune Helix VI (detail)</i>, Sage; <i>Implications</i>, Sauer; <i>Opulado Teeveona, Scharf; Penguin</i>, Sewell; <i>Feline Felicity</i>, Sheeler; <i>Siva, King of the Dancers; Iris, Tulips, Jonquils and Crocuses</i>, Thomas; <i>Pine Wood (detail)</i>, Tohaku</p>

	<p>Overhead Transparencies: <i>Beaded Leopard Mask; Homage to My Young Black Sisters, Catlett; Landscape Chair, Federighi; Tarot, Graves; Two Figures, Hepworth; Six Master Poets, Hokusai; Ifugao Offeratory Bowl; Japanese Ewer; Kente Cloth; Cabinet Maker, Lawrence; Flotsam and Jetsam, Long; The Green Stripe, Matisse; Mochica Stirrup Vessel; The Scream, Munch; Young Boy, Munyanudzi; Navajo Pictorial Blanket; Mascarade, Pellán; Story Quilt, Powers; Jumper, Smith; Las Malvinas II, Shakespeare; The Challenge, Sequerios; Taj Majal; Pastoral Scene, Tsinahjinnie; Red River, Wade</i></p>
<p>25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.</p>	<p>Student Edition Pages: 21-41, 43-61, 63, 81, 105, 107, 127, 129, 153, 155, 177, 179, 199, 201, 219, 221, 241, 243, 265, 267, 291</p>
	<p>Large Reproductions: <i>African Dance Mask; African Make Mask; Summer Hot, Buchanan; An April Mood, Burchfield; Running Fence, Christo; Dona Maria De La Luz Padilla Y Cervantes; Coatl (Snake), Escobedo; Grecian Textile Bag; Collar and Bracelet, Herbst; Diego y Yo (Diego and I), Kahlo; H.R.H Briefcase, Levine; Bare Willows and Distant Mountains, MaYuan; Sky Above Clouds IV, O’Keefe; Pomo Feather Basket; Mrs. Jones and Family, Ringgold; Lion, Rubens; Triune Helix VI (detail), Sage; Implications, Sauer; Opulado Teeveona, Scharf; Penguin, Sewell; Feline Felicity, Sheeler; Siva, King of the Dancers; Iris, Tulips, Jonquils and Crocuses, Thomas; Pine Wood (detail), Tohaku</i></p>

	<p>Overhead Transparencies: <i>Beaded Leopard Mask; Homage to My Young Black Sisters, Catlett; Landscape Chair, Federighi; Tarot, Graves; Two Figures, Hepworth; Six Master Poets, Hokusai; Ifugao Offeratory Bowl; Japanese Ewer; Kente Cloth; Cabinet Maker, Lawrence; Flotsam and Jetsam, Long; The Green Stripe, Matisse; Mochica Stirrup Vessel; The Scream, Munch; Young Boy, Munyanudzi; Navajo Pictorial Blanket; Mascarade, Pellan; Story Quilt, Powers; Jumper, Smith; Las Malvinas II, Shakespeare; The Challenge, Sequerios; Taj Majal; Pastoral Scene, Tsinahjinnie; Red River, Wade</i></p>
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<p>Learning Standard B: Understand the similarities, distinctions and connections in and among the arts.</p>	<p>Art: <i>Images and Ideas</i>, grade 8, Davis Publications</p>
<p>25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes.</p>	<p>Student Edition Pages: 21-41, 43-61, 63, 81, 105, 107, 127, 129, 153, 155, 177, 179, 199, 201, 219, 221, 241, 243, 265, 267, 291</p>
	<p>Large Reproductions: <i>African Dance Mask; African Make Mask; Summer Hot, Buchanan; An April Mood, Burchfield; Running Fence, Christo; Dona Maria De La Luz Padilla Y Cervantes; Coatl (Snake), Escobedo; Grecian Textile Bag; Collar and Bracelet, Herbst; Diego y Yo (Diego and I), Kahlo; H.R.H Briefcase, Levine; Bare Willows and Distant Mountains, MaYuan; Sky Above Clouds IV, O’Keefe; Pomo Feather Basket; Mrs. Jones and Family, Ringgold; Lion, Rubens; Triune Helix VI (detail), Sage; Implications, Sauer; Opulado Teeveona, Scharf; Penguin, Sewell; Feline Felicity, Sheeler; Siva, King of the Dancers; Iris, Tulips, Jonquils and Crocuses, Thomas; Pine Wood (detail), Tohaku</i></p>
	<p>Overhead Transparencies: <i>Beaded Leopard Mask; Homage to My Young Black Sisters, Catlett; Landscape Chair, Federighi; Tarot, Graves; Two Figures, Hepworth; Six Master Poets, Hokusai; Ifugao Offeratory Bowl; Japanese Ewer; Kente Cloth; Cabinet Maker, Lawrence; Flotsam and Jetsam, Long; The</i></p>

	<i>Green Stripe</i> , Matisse; <i>Mochica Stirrup Vessel</i> ; <i>The Scream</i> , Munch; <i>Young Boy</i> , Munyanudzi; <i>Navajo Pictorial Blanket</i> ; <i>Mascarade</i> , Pellán; <i>Story Quilt</i> , Powers; <i>Jumper</i> , Smith; <i>Las Malvinas II</i> , Shakespear; <i>The Challenge</i> , Sequerios; <i>Taj Majal</i> ; <i>Pastoral Scene</i> , Tsinahjinnie; <i>Red River</i> , Wade
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STATE GOAL 26: Through creating and performing, understand how works of art are produced.

Learning Standard A: Understand processes, traditional tools and modern technologies used in the arts.	Art: <i>Images and Ideas</i> , grade 8, Davis Publications
26.A. 3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create special effects in the arts.	Student Edition Pages: 135, 138-147, 153, 165, 166, 168-173, 177, 185, 190, 192, 208-210, 212-216, 219, 233, 250-262, 274-288
	Large Reproductions: <i>African Dance Mask</i> ; <i>African Make Mask</i> ; <i>Summer Hot</i> , Buchanan; <i>An April Mood</i> , Burchfield; <i>Running Fence</i> , Christo; <i>Dona Maria De La Luz Padilla Y Cervantes</i> ; <i>Coatl (Snake)</i> , Escobedo; <i>Grecian Textile Bag</i> ; <i>Collar and Bracelet</i> , Herbst; <i>Diego y Yo (Diego and I)</i> , Kahlo; <i>H.R.H Briefcase</i> , Levine; <i>Bare Willows and Distant Mountains</i> , MaYuan; <i>Sky Above Clouds IV</i> , O’Keefe; <i>Pomo Feather Basket</i> ; <i>Mrs. Jones and Family</i> , Ringgold; <i>Lion</i> , Rubens; <i>Triune Helix VI (detail)</i> , Sage; <i>Implications</i> , Sauer; <i>Opulado Teeveona</i> , Scharf; <i>Penguin</i> , Sewell; <i>Feline Felicity</i> , Sheeler; <i>Siva, King of the Dancers</i> ; <i>Iris, Tulips, Jonquils and Crocuses</i> , Thomas; <i>Pine Wood (detail)</i> , Tohaku
	Overhead Transparencies: <i>Beaded Leopard Mask</i> ; <i>Homage to My Young Black Sisters</i> , Catlett; <i>Landscape Chair</i> , Federighi; <i>Tarot</i> , Graves; <i>Two Figures</i> , Hepworth; <i>Six Master Poets</i> , Hokusai; <i>Ifugao Offeratory Bowl</i> ; <i>Japanese Ewer</i> ; <i>Kente Cloth</i> ; <i>Cabinet Maker</i> , Lawrence; <i>Flotsam and Jetsam</i> , Long; <i>The Green Stripe</i> , Matisse; <i>Mochica Stirrup Vessel</i> ; <i>The Scream</i> , Munch; <i>Young Boy</i> , Munyanudzi; <i>Navajo Pictorial Blanket</i> ; <i>Mascarade</i> , Pellán; <i>Story Quilt</i> , Powers; <i>Jumper</i> , Smith; <i>Las Malvinas II</i> , Shakespear; <i>The Challenge</i> ,

	Sequerios; <i>Taj Majal</i> ; <i>Pastoral Scene</i> , Tsinahjinnie; <i>Red River</i> , Wade
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Learning Standard B: Apply skills and knowledge necessary to create and perform in one or more of the arts.	Art: <i>Images and Ideas</i> , grade 8, Davis Publications
26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g. film, animation, video) that are realistic, abstract, functional and decorative.	Student Edition Pages: 135, 138-147, 153, 165, 166, 168-173, 177, 185, 190, 192, 208-210, 212-216, 219, 233, 250-262, 274-288

STATE GOAL 27: Understand the role of the arts in civilizations, past and present.

Learning Standard A: Analyze how the arts function in history, society and everyday life.	Art: <i>Images and Ideas</i> , grade 8, Davis Publications
27.A.3a Identify and describe careers and jobs in and among the arts and how they contribute to the world of work.	Student Edition Pages: 10-19, 177, 265
27A.3b Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment.	Student Edition Pages: 10-19, 177, 265
	Large Reproductions: <i>African Dance Mask</i> ; <i>African Make Mask</i> ; <i>Summer Hot</i> , Buchanan; <i>An April Mood</i> , Burchfield; <i>Running Fence</i> , Christo; <i>Dona Maria De La Luz Padilla Y Cervantes</i> ; <i>Coatl (Snake)</i> , Escobedo; <i>Grecian Textile Bag</i> ; <i>Collar and Bracelet</i> , Herbst; <i>Diego y Yo (Diego and I)</i> , Kahlo; <i>H.R.H Briefcase</i> , Levine; <i>Bare Willows and Distant Mountains</i> , MaYuan; <i>Sky Above Clouds IV</i> , O’Keefe; <i>Pomo Feather Basket</i> ; <i>Mrs. Jones and Family</i> , Ringgold; <i>Lion</i> , Rubens; <i>Triune Helix VI (detail)</i> , Sage; <i>Implications</i> , Sauer; <i>Opulado Teeveona</i> , Scharf; <i>Penguin</i> , Sewell; <i>Feline Felicity</i> , Sheeler; <i>Siva, King of the Dancers</i> ; <i>Iris, Tulips, Jonquils and Crocuses</i> , Thomas; <i>Pine Wood (detail)</i> , Tohaku
	Overhead Transparencies: <i>Beaded Leopard Mask</i> ; <i>Homage to My Young Black Sisters</i> , Catlett; <i>Landscape Chair</i> , Federighi; <i>Tarot</i> , Graves; <i>Two Figures</i> , Hepworth; <i>Six Master Poets</i> , Hokusai; <i>Ifugao Offeratory Bowl</i> ; <i>Japanese Ewer</i> ; <i>Kente Cloth</i> ; <i>Cabinet Maker</i> ,

	Lawrence; <i>Flotsam and Jetsam</i> , Long; <i>The Green Stripe</i> , Matisse; <i>Mochica Stirrup Vessel</i> ; <i>The Scream</i> , Munch; <i>Young Boy</i> , Munyanudzi; <i>Navajo Pictorial Blanket</i> ; <i>Mascarade</i> , Pellan; <i>Story Quilt</i> , Powers; <i>Jumper</i> , Smith; <i>Las Malvinas II</i> , Shakespear; <i>The Challenge</i> , Sequerios; <i>Taj Majal</i> ; <i>Pastoral Scene</i> , Tsinahjinnie; <i>Red River</i> , Wade
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Learning Standard B: Understand how the arts shape and reflect history, society and everyday life.	Art: <i>Images and Ideas</i> , grade 8, Davis Publications
27.B.3 Know and describe how artists and their works shape culture and increase understanding of societies, past and present.	Student Edition Pages: 10-19, 63-81, 83-105, 107-127, 132-133, 158-159, 182-183, 204-205, 224-225, 246-247, 270-271
	Large Reproductions: <i>African Dance Mask</i> ; <i>African Make Mask</i> ; <i>Running Fence</i> , Christo; <i>Dona Maria De La Luz Padilla Y Cervantes</i> ; <i>Coatl (Snake)</i> , Escobedo; <i>Diego y Yo (Diego and I)</i> , Kahlo; <i>Bare Willows and Distant Mountains</i> , MaYuan; <i>Sky Above Clouds IV</i> , O’Keefe; <i>Pomo Feather Basket</i> ; <i>Mrs. Jones and Family</i> , Ringgold; <i>Opulado Teeveona</i> , Scharf; <i>Penguin</i> , Sewell; <i>Siva, King of the Dancers</i> ; <i>Iris, Tulips, Jonquils and Crocuses</i> , Thomas; <i>Pine Wood (detail)</i> , Tohaku
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