

<b>Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher Material</b>						
<b>Subject</b>	<b>Chapter 117. Texas Essential Knowledge and Skills for Fine Arts</b>					
<b>Subchapter</b>	<b>Subchapter E. Middle School, Adopted 2013</b>					
<b>Course</b>	<b>§117.204. Art, Middle School 3, Adopted 2013.</b>					
<b>Publisher</b>	<b>Davis Publications, Inc.</b>					
<b>Program Title</b>	<b>A Community Connection</b>					
<b>Program ISBN</b>	<b>978-1-61528-294-4</b>					
<b>(a) Introduction.</b>						
<p>(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.</p>						
<p>(2) Four basic strands—foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.</p>						
<p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>						
<b>(b) Knowledge and skills.</b>						
Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(i) identify concepts from direct observation</p>	<p>Instruction</p>	<p>978-1-61528-294-4</p>	<p>34</p>	<p>Extra Help</p>
			<p>Assessment</p>	<p>978-1-61528-294-4</p>	<p>41</p>	<p>Close</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(ii) identify concepts from original sources</p>	<p>Instruction</p>	<p>978-1-61528-294-4</p>	<p>66</p>	<p>Create: Studio Time</p>
			<p>Activity</p>	<p>978-1-61528-294-4</p>	<p>70</p>	<p>Create: Studio Time</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(iii) identify concepts from imagination</p>	<p>Instruction</p>	<p>978-1-61528-294-4</p>	<p>246</p>	<p>Create: Studio Time</p>
			<p>Activity</p>	<p>978-1-61528-294-4</p>	<p>250</p>	<p>Create: Studio Time</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(iv) identify concepts from personal experience</p>	<p>Instruction</p>	<p>978-1-61528-294-4</p>	<p>82</p>	<p>Create: Studio Time</p>
			<p>Activity</p>	<p>978-1-61528-294-4</p>	<p>108</p>	<p>Create: Studio Time</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international	(v) identify concepts from communities	Instruction	978-1-61528-294-4	6	Create: Studio Time
			Activity	978-1-61528-294-4	186	Create: Studio Time
			Activity	978-1-61528-294-4	190	Create: Studio Time
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international	(vi) illustrate concepts from direct observation	Instruction	978-1-61528-294-4	39	Practice
			Activity	978-1-61528-294-4	40	Create: Studio Time
			Review	978-1-61528-294-4	43-44	Create: Studio Exploration
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international	(vii) illustrate concepts original sources	Instruction	978-1-61528-294-4	70	Create: Studio Time
			Activity	978-1-61528-294-4	73-74	Create: Studio Exploration
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international	(viii) illustrate concepts from imagination	Instruction	978-1-61528-294-4	250	Create: Studio Time
			Activity	978-1-61528-294-4	253-254	Create: Studio Exploration
			Activity	978-1-61528-294-4	258	Create: Studio Time
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international	(ix) illustrate concepts from personal experience	Instruction	978-1-61528-294-4	108	Create: Studio Time
			Activity	978-1-61528-294-4	216	Create: Studio Time
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international	(x) illustrate concepts from communities	Instruction	978-1-61528-294-4	70	Create: Studio Time
			Activity	978-1-61528-294-4	85-86	Create: Studio Exploration
			Activity	978-1-61528-294-4	168	Create: Studio Time

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately	(i) evaluate the elements of art, including line, shape, and value, as the fundamentals of art in personal artworks using vocabulary accurately	Instruction	978-1-61528-294-4	39	Practice
			Activity	978-1-61528-294-4	103-104	Create: Studio Exploration
			Instruction	978-1-61528-294-4	100	Practice
			Activity	978-1-61528-294-4	115-116	Create: Studio Exploration
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately	(ii) evaluate the elements of art, including shape, as the fundamentals of art in personal artworks using vocabulary accurately	Instruction	978-1-61528-294-4	99	Practice
			Activity	978-1-61528-294-4	100	Create: Studio Time
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately	(iii) evaluate the elements of art, including color, as the fundamentals of art in personal artworks using vocabulary accurately	Instruction	978-1-61528-294-4	6	Create: Studio Time
			Activity	978-1-61528-294-4	10	Create: Studio Time
			Instruction	978-1-61528-294-4	10	Practice
			Activity	978-1-61528-294-4	25-26	Create: Studio Exploration
			Activity	978-1-61528-294-4	163-164	Create: Studio Exploration
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately	(iv) evaluate the elements of art, including texture, as the fundamentals of art in personal artworks using vocabulary accurately	Instruction	978-1-61528-294-4	27	Computer Option
			Activity	978-1-61528-294-4	145-146	Create: Studio Exploration
			Activity	978-1-61528-294-4	205-206	Create: Studio Exploration
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately	(v) evaluate the elements of art, including form, as the fundamentals of art in personal artworks using vocabulary accurately	Instruction	978-1-61528-294-4	69	Practice
			Activity	978-1-61528-294-4	73-74	Create: Studio Exploration
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately	(vi) evaluate the elements of art, including space, as the fundamentals of art in personal artworks using vocabulary accurately	Instruction	978-1-61528-294-4	69	Practice
			Activity	978-1-61528-294-4	100	Create: Studio Time
			Activity	978-1-61528-294-4	103-104	Create: Studio Exploration
			Activity	978-1-61528-294-4	115-116	Create: Studio Exploration

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(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately	(vii) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately	Instruction	978-1-61528-294-4	40	Practice
			Activity	978-1-61528-294-4	40	Create: Studio Time
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately	(i) evaluate the principles of design, including emphasis, repetition/pattern, in personal artworks using vocabulary accurately	Instruction	978-1-61528-294-4	13-14	Create: Studio Exploration
			Activity	978-1-61528-294-4	163-164	Create: Studio Exploration
			Instruction	978-1-61528-294-4	189	Practice
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately	(ii) evaluate the principles of design, including repetition/pattern, in personal artworks using vocabulary accurately	Instruction	978-1-61528-294-4	13-14	Create: Studio Exploration
			Activity	978-1-61528-294-4	48	Create: Studio Time
			Activity	978-1-61528-294-4	82	Create: Studio Time
			Instruction	978-1-61528-294-4	129	Practice
			Activity	978-1-61528-294-4	205-206	Create: Studio Exploration
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately	(iii) evaluate the principles of design, including movement/rhythm, in personal artworks using vocabulary accurately	Instruction	978-1-61528-294-4	36	Create: Studio Time
			Activity	978-1-61528-294-4	48	Create: Studio Time
			Instruction	978-1-61528-294-4	39	Practice
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately	(iv) evaluate the principles of design, including contrast/variety, in personal artworks using vocabulary accurately	Instruction	978-1-61528-294-4	13-14	Create: Studio Exploration
			Activity	978-1-61528-294-4	133-134	Create: Studio Exploration
			Activity	978-1-61528-294-4	205-206	Create: Studio Exploration
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately	(v) evaluate the principles of design, including balance, in personal artworks using vocabulary accurately	Instruction	978-1-61528-294-4	13-14	Create: Studio Exploration
			Activity	978-1-61528-294-4	78	Create: Studio Time
			Instruction	978-1-61528-294-4	69	Practice

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(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately	(vi) evaluate the principles of design, including emphasis, in personal artworks using vocabulary accurately	Instruction	978-1-61528-294-4	13-14	Create: Studio Exploration
			Activity	978-1-61528-294-4	43-44	Create: Studio Exploration
			Activity	978-1-61528-294-4	48	Create: Studio Time
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately	(vii) evaluate the principles of design, including unity, in personal artworks using vocabulary accurately	Instruction	978-1-61528-294-4	xxxi	Using the Art 2nd Bullet
			Assessment	978-1-61528-294-4	26	Share and Reflect
			Activity	978-1-61528-294-4	246	Create: Studio Time
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(D) compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately	(i) compare and contrast the expressive properties of artworks, including appropriation, using vocabulary accurately	Instruction	978-1-61528-294-4	63	Explore the Art
			Activity	978-1-61528-294-4	147	Digital Option
			Instruction	978-1-61528-294-4	120	Aesthetic Thinking
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(D) compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately	(ii) compare and contrast the expressive properties of artworks, including meaning, using vocabulary accurately	Instruction	978-1-61528-294-4	13	Explore the Images
			Activity	978-1-61528-294-4	35	Teaching Through Inquiry
			Instruction	978-1-61528-294-4	173	Check Your Understanding # 2
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(D) compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately	(iii) compare and contrast the expressive properties of artworks, including narrative, using vocabulary accurately	Instruction	978-1-61528-294-4	6	Critical Thinking
			Assessment	978-1-61528-294-4	7	Check Your Understanding
			Activity	978-1-61528-294-4	217	Check Your Understanding #2
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(D) compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately	(iv) compare and contrast the expressive properties of artworks, including message, using vocabulary accurately	Instruction	978-1-61528-294-4	7	Check Your Understanding # 2
			Activity	978-1-61528-294-4	217	Check Your Understanding #2
			Activity	978-1-61528-294-4	219	Art Criticism

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(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(D) compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately	(v) compare and contrast the expressive properties of artworks, including symbol, using vocabulary accurately	Instruction	978-1-61528-294-4	6	Critical Thinking
			Assessment	978-1-61528-294-4	79	Close
			Activity	978-1-61528-294-4	82	Check Your Understanding # 3
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community	(i) create original artworks expressing themes found through direct observation	Instruction	978-1-61528-294-4	36	Create: Studio Time
			Activity	978-1-61528-294-4	40	Create: Studio Time
			Activity	978-1-61528-294-4	43-44	Create: Studio Exploration
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community	(ii) create original artworks expressing themes found through original sources	Instruction	978-1-61528-294-4	96	Create: Studio Time
			Activity	978-1-61528-294-4	103-104	Create: Studio Exploration
			Activity	978-1-61528-294-4	190	Create: Studio Time
			Activity	978-1-61528-294-4	193-194	Create: Studio Time
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community	(iii) create original artworks expressing themes found through personal experiences, including memory	Instruction	978-1-61528-294-4	p. 108	Create: Studio Time
			Activity	978-1-61528-294-4	112	Create: Studio Time
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community	(iv) create original artworks expressing themes found through personal experiences, including identity	Instruction	978-1-61528-294-4	18	Create: Studio Time
			Activity	978-1-61528-294-4	198	Create: Studio Time
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community	(v) create original artworks expressing themes found through personal experiences, including imagination	Instruction	978-1-61528-294-4	48	Create: Studio Time
			Activity	978-1-61528-294-4	52	Create: Studio Time
			Activity	978-1-61528-294-4	246	Create: Studio Time
			Activity	978-1-61528-294-4	250	Create: Studio Time
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community	(vi) create original artworks expressing themes found through the community	Instruction	978-1-61528-294-4	6	Create: Studio Time
			Activity	978-1-61528-294-4	13-14	Create: Studio Exploration
			Activity	978-1-61528-294-4	66	Create: Studio Time
			Activity	978-1-61528-294-4	198	Studio
			Activity	978-1-61528-294-4	258	Studio

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(B) apply the art-making process to solve problems and generate design solutions	(i) apply the art-making process to solve problems	Instruction	978-1-61528-294-4	11	Scientific Method
			Activity	978-1-61528-294-4	166	Advanced
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(B) apply the art-making process to solve problems and generate design solutions	(ii) apply the art-making process to generate design solutions	Instruction	978-1-61528-294-4	11	Scientific Method
			Activity	978-1-61528-294-4	23	Studio
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(i) create artworks by selecting appropriate art materials, including drawings	Instruction	978-1-61528-294-4	36	Create: Studio Time
			Activity	978-1-61528-294-4	40	Create: Studio Time
			Instruction	978-1-61528-294-4	39	Practice
			Activity	978-1-61528-294-4	43-44	Create: Studio Time
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(ii) create artworks by selecting appropriate art materials, including paintings	Instruction	978-1-61528-294-4	52	Studio
			Activity	978-1-61528-294-4	159	Studio
			Activity	978-1-61528-294-4	160	Create: Studio Time
			Activity	978-1-61528-294-4	163-164	Create: Studio Exploration
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(iii) create artworks by selecting appropriate art materials, including prints	Instruction	978-1-61528-294-4	110	Studio
			Activity	978-1-61528-294-4	236	Studio
			Activity	978-1-61528-294-4	156	Create: Studio Time
			Activity	978-1-61528-294-4	202	Studio
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(iv) create artworks by selecting appropriate art materials, including sculptures/modeled forms	Instruction	978-1-61528-294-4	70	Practice
			Activity	978-1-61528-294-4	70	Create: Studio Time
			Activity	978-1-61528-294-4	85-86	Create: Studio Exploration
			Activity	978-1-61528-294-4	156	Create: Studio Time
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(v) create artworks by selecting appropriate art materials, including ceramics	Instruction	978-1-61528-294-4	55-56	Create: Studio Exploration
			Activity	978-1-61528-294-4	146	Studio

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(vi) create artworks by selecting appropriate art materials, including fiber art	Instruction	978-1-61528-294-4	130	Practice
			Activity	978-1-61528-294-4	130	Create: Studio Time
			Activity	978-1-61528-294-4	133-134	Create: Studio Exploration
			Activity	978-1-61528-294-4	175-176	Create: Studio Exploration
			Activity	978-1-61528-294-4	202	Create: Studio Time
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(vii) create artworks by selecting appropriate art materials, including photographic imagery	Instruction	978-1-61528-294-4	189	Practice
			Activity	978-1-61528-294-4	190	Create: Studio Time
			Instruction	978-1-61528-294-4	190	Practice
			Activity	978-1-61528-294-4	193-194	Create: Studio Exploration
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(viii) create artworks by selecting appropriate art materials, including digital art and media	Instruction	978-1-61528-294-4	249	Practice
			Activity	978-1-61528-294-4	250	Create: Studio Time
			Instruction	978-1-61528-294-4	250	Practice
			Activity	978-1-61528-294-4	253-254	Create: Studio Exploration
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(D) use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination	(i) use an understanding of copyright to appropriate imagery when working from sources rather than direct observation or imagination	Instruction	978-1-61528-294-4	14	Begin to Create
			Activity	978-1-61528-294-4	86	Begin to Create
			Instruction	978-1-61528-294-4	249	Read the Text
			Instruction	978-1-61528-294-4	254	Begin to Create
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(D) use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination	(ii) use an understanding of public domain to appropriate imagery when working from sources rather than direct observation or imagination	Instruction	978-1-61528-294-4	86	Begin To Create
			Activity	978-1-61528-294-4	249	Read the Text
			Instruction	978-1-61528-294-4	254	Begin to Create
			Instruction	978-1-61528-294-4	254	Begin to Create
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(E) create experimental artworks using installation, performance, or collaboration	(i) create experimental artworks using installation, performance, or collaboration	Instruction	978-1-61528-294-4	33	Extend the Lesson
			Activity	978-1-61528-294-4	62	Studio
			Activity	978-1-61528-294-4	74	Studio Collaboration
			Activity	978-1-61528-294-4	146	Studio
			Activity	978-1-61528-294-4	216	Performance Art
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(A) analyze ways in which global, contemporary, historical, and political issues have influenced art	(i) analyze ways in which global issues have influenced art	Instruction	978-1-61528-294-4	3	Teach and Close
			Activity	978-1-61528-294-4	168	Studio
			Activity	978-1-61528-294-4	171	Visual Culture



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(A) analyze ways in which global, contemporary, historical, and political issues have influenced art	(ii) analyze ways in which contemporary issues have influenced art	Instruction	978-1-61528-294-4	168	Studio
			Activity	978-1-61528-294-4	171	Visual Culture
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(A) analyze ways in which global, contemporary, historical, and political issues have influenced art	(iii) analyze ways in which historical issues have influenced art	Instruction	978-1-61528-294-4	6	Read the Text
			Assessment	978-1-61528-294-4	53	Teacher
			Assessment Instruction	978-1-61528-294-4 978-1-61528-294-4	53 65	Peer Engage
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(A) analyze ways in which global, contemporary, historical, and political issues have influenced art	(iv) analyze ways in which political issues have influenced art	Instruction	978-1-61528-294-4	215	Engage
			Activity	978-1-61528-294-4	171	Visual Culture
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(B) analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy	(i) analyze cultural ideas expressed in artworks relating to social themes	Instruction	978-1-61528-294-4	4	Art Criticism
			Activity	978-1-61528-294-4	36	Check Your Understanding # 3
			Activity Review	978-1-61528-294-4 978-1-61528-294-4	173 211	Check Your Understanding #2 Art Criticism
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(B) analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy	(ii) analyze cultural ideas expressed in artworks relating to political themes	Instruction	978-1-61528-294-4	198	Art Criticism
			Activity	978-1-61528-294-4	219	Art Criticism
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(B) analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy	(iii) analyze cultural ideas expressed in artworks relating to environmental themes	Instruction	978-1-61528-294-4	80-81	Art of Polynesia
			Activity Review	978-1-61528-294-4 978-1-61528-294-4	140-142 241	Scandinavian Art Art Criticism
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(C) evaluate the relationships that exist among a society's art, music, theatre, and dance	(i) evaluate the relationships that exist among a society's art, music, theatre, and dance	Instruction	978-1-61528-294-4	28	Theater
			Activity	978-1-61528-294-4	58	Dance
			Activity	978-1-61528-294-4	99	Dance
			Activity Activity	978-1-61528-294-4 978-1-61528-294-4	118 148	Music Music

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(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) compare and contrast career and avocational opportunities in art such as various design, museum, and fine arts fields	(i) compare and contrast career and avocational opportunities in art	Instruction	978-1-61528-294-4	29	Careers
			Activity	978-1-61528-294-4	59	Careers
			Activity	978-1-61528-294-4	89	Careers
			Activity	978-1-61528-294-4	119	Careers
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(i) create written responses about personal or collaborative artworks addressing purpose	Instruction	978-1-61528-294-4	27	Share and Reflect
			Activity	978-1-61528-294-4	121	For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(ii) create written responses about personal or collaborative artworks addressing technique	Instruction	978-1-61528-294-4	61	For Your Sketchbook
			Activity	978-1-61528-294-4	83	Teacher
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(iii) create written responses about personal or collaborative artworks addressing organization	Instruction	978-1-61528-294-4	31	For Your Portfolio
			Assessment	978-1-61528-294-4	15	Assessment Options
			Activity	978-1-61528-294-4	61	For Your Portfolio
			Assessment	978-1-61528-294-4	147	Assessment Options
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(iv) create written responses about personal or collaborative artworks addressing judgment	Instruction	978-1-61528-294-4	87	Writing Process Connection
			Activity	978-1-61528-294-4	181	For Your Portfolio
			Activity	978-1-61528-294-4	260	Art Criticism
			Assessment	978-1-61528-294-4	266	Share and Reflect
			Assessment	978-1-61528-294-4	267	Assessment Options
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(v) create written responses about personal or collaborative artworks addressing personal expression	Instruction	978-1-61528-294-4	18	Create: Studio Time
			Activity	978-1-61528-294-4	27	Share and Reflect
			Activity	978-1-61528-294-4	82	Create: Studio Time
			Review	978-1-61528-294-4	121	For Your Portfolio
			Activity	978-1-61528-294-4	241	For Your Sketchbook
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(vi) create oral responses about personal or collaborative artworks addressing purpose	Instruction	978-1-61528-294-4	57	Share and Reflect
			Activity	978-1-61528-294-4	105	Share and Reflect
			Activity	978-1-61528-294-4	177	Share and Reflect
			Activity	978-1-61528-294-4	195	Share and Reflect
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(vii) create oral responses about personal or collaborative artworks addressing technique	Instruction	978-1-61528-294-4	45	Share and Reflect
			Activity	978-1-61528-294-4	116	Share and Reflect

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			Activity	978-1-61528-294-4	147	Share and Reflect
			Activity	978-1-61528-294-4	207	Share and Reflect
			Activity	978-1-61528-294-4	266	Share and Reflect
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(viii) create oral responses about personal or collaborative artworks addressing organization	Instruction	978-1-61528-294-4	14	Practice
			Activity	978-1-61528-294-4	44	Share and Reflect
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(ix) create oral responses about personal or collaborative artworks addressing judgment	Instruction	978-1-61528-294-4	26	Aesthetics
			Activity	978-1-61528-294-4	87	Writing Process Connection
			Assessment	978-1-61528-294-4	237	Peer
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(x) create oral responses about personal or collaborative artworks addressing personal expression	Instruction	978-1-61528-294-4	15	Share and Reflect
			Activity	978-1-61528-294-4	27	Share and Reflect
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(B) analyze original artworks and portfolios using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork	(i) analyze original artworks using a method of critique	Instruction	978-1-61528-294-4	26	Aesthetics
			Activity	978-1-61528-294-4	35	Art Criticism
			Assessment	978-1-61528-294-4	75	Peer
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(B) analyze original artworks and portfolios using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork	(ii) analyze original portfolios using a method of critique	Instruction	978-1-61528-294-4	31	For Your Portfolio
			Activity	978-1-61528-294-4	61	For Your Portfolio
			Activity	978-1-61528-294-4	150	For Your Portfolio
			Activity	978-1-61528-294-4	211	For Your Portfolio
			Activity	978-1-61528-294-4	271	For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(C) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art	(i) investigate original artworks in a variety of venues outside of the classroom	Instruction	978-1-61528-294-4	46	Advanced
			Activity	978-1-61528-294-4	21	Visual Culture
			Activity	978-1-61528-294-4	89	Community Involvement
			Activity	978-1-61528-294-4	182	Advanced
			Activity	978-1-61528-294-4	209	Museum Connection
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(C) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art	(ii) explore original artworks in a variety of venues outside of the classroom	Instruction	978-1-61528-294-4	46	Advanced
			Activity	978-1-61528-294-4	182	Advanced
			Activity	978-1-61528-294-4	209	Museum Connection
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) understand and demonstrate proper exhibition etiquette	(i) understand proper exhibition etiquette	Instruction	978-1-61528-294-4	46	Advanced
			Activity	978-1-61528-294-4	209	Museum Connection

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(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) understand and demonstrate proper exhibition etiquette	(ii) demonstrate proper exhibition etiquette	<b>Instruction</b>	978-1-61528-294-4	104	Share and Reflect
			<b>Activity</b>	978-1-61528-294-4	209	Museum Connection