

<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>§117.203. Art, Middle School 2, Adopted 2013.</b>					
<b>Publisher</b>	<b>Davis Publications, Inc.</b>					
<b>Program Title</b>	<b>A Personal Journey</b>					
<b>Program ISBN</b>	<b>978-1-61528-293-7</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 ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(i) identify ideas from direct observation</p>	Instruction	978-1-61528-293-7	63	Explore the Art
			Review	978-1-61528-293-7	66	Explore the Art
			Assessment	978-1-61528-293-7	67	Check Your Understanding
			Review	978-1-61528-293-7	91	Art Criticism
<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 ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(ii) identify ideas from original sources</p>	Instruction	978-1-61528-293-7	5	Explore the Art
			Activity	978-1-61528-293-7	31	Art Criticism
			Assessment	978-1-61528-293-7	31B	Symbols in Asian Art
<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 ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(iii) identify ideas from imagination</p>	Instruction	978-1-61528-293-7	18	Explore the Art
			Activity	978-1-61528-293-7	19	Create: Studio Time
			Review	978-1-61528-293-7	25-26	Studio Exploration
<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 ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(iv) identify ideas from personal experiences</p>	Instruction	978-1-61528-293-7	18	Explore the Art
			Review	978-1-61528-293-7	19	Close
			Instruction	978-1-61528-293-7	36	Explore the Art
			Assessment	978-1-61528-293-7	37	Assess

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 ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(v) identify ideas from communities</p>	Instruction	978-1-61528-293-7	96	Explore the Art
			Assessment	978-1-61528-293-7	97	Assess & Close
			Review	978-1-61528-293-7	103-104	Studio Exploration
			Review	978-1-61528-293-7	121	Reteach
<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 ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(vi) illustrate ideas from direct observation</p>	Instruction	978-1-61528-293-7	40	Create: Studio Time
			Review	978-1-61528-293-7	43-44	Create: Studio Exploration
			Instruction	978-1-61528-293-7	70	Create: Studio Time
<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 ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(vii) illustrate ideas from original sources</p>	Instruction	978-1-61528-293-7	36	Create: Studio Time
			Assessment	978-1-61528-293-7	43-44	Studio Exploration
			Assessment	978-1-61528-293-7	45	Assess
<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 ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(viii) illustrate ideas from imagination</p>	Instruction	978-1-61528-293-7	6	Create: Studio Time
			Review	978-1-61528-293-7	13-14	Studio Exploration
<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 ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(ix) illustrate ideas from personal experiences</p>	Instruction	978-1-61528-293-7	18	Create: Studio Time
			Review	978-1-61528-293-7	19	Close
			Instruction	978-1-61528-293-7	19	Create: Studio Time
			Review	978-1-61528-293-7	43-45	Studio Exploration
<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 ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(x) illustrate ideas from communities</p>	Instruction	978-1-61528-293-7	96	Create: Studio Time
			Review	978-1-61528-293-7	103-104	Studio Exploration
			Activity	978-1-61528-293-7	106	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) compare and contrast 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) compare and contrast 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	978-1-61528-293-7	9	Studio
			Activity	978-1-61528-293-7	11	Studio
			Activity	978-1-61528-293-7	15	Share & Reflect
			Assessment	978-1-61528-293-7	19	Check Your Understanding
			Activity	978-1-61528-293-7	26	Share & Reflect
(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) compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately	(i) compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately	Instruction	978-1-61528-293-7	9	Studio
			Activity	978-1-61528-293-7	11	Studio
			Assessment	978-1-61528-293-7	53	Assess
			Assessment	978-1-61528-293-7	173	Assess
			Activity	978-1-61528-293-7	206	Share & Reflect
(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) understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately	(i) understand the expressive properties of artworks	Instruction	978-1-61528-293-7	17	Explore the Art
			Review	978-1-61528-293-7	17	Read the Text
			Assessment	978-1-61528-293-7	19	Assess
(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) understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately	(ii) apply the expressive properties of artworks	Instruction	978-1-61528-293-7	14	Share & Reflect
			Assessment	978-1-61528-293-7	19	Assessment Options
			Activity	978-1-61528-293-7	21	Language Arts Connection
			Review	978-1-61528-293-7	23	Close
(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 that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community	(i) create original artworks that express a variety of ideas based on direct observations	Instruction	978-1-61528-293-7	10	Create: Studio Time
			Review	978-1-61528-293-7	55-56	Studio Exploration
			Instruction	978-1-61528-293-7	52	Create: Studio Time
			Activity	978-1-61528-293-7	55	Differentiated Instruction
			Instruction	978-1-61528-293-7	70	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 that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community	(ii) create original artworks that express a variety of ideas based on original sources	Instruction	978-1-61528-293-7	6	Create: Studio Time
			Review	978-1-61528-293-7	13-14	Studio Exploration Steps 1-5
			Instruction	978-1-61528-293-7	66-67	Create: Studio Time
			Review	978-1-61528-293-7	73-74	Studio Exploration Steps 1-5
			Instruction	978-1-61528-293-7	246	Create: Studio Time

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(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 that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community	(iii) create original artworks that express a variety of ideas based on personal experiences, including memory	Instruction	978-1-61528-293-7	48	Create: Studio Time
			Review	978-1-61528-293-7	115-116	Studio Exploration Steps 1-5
			Instruction	978-1-61528-293-7	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 that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community	(iv) create original artworks that express a variety of ideas based on personal experiences, including identity	Instruction	978-1-61528-293-7	168	Create: Studio Time
			Review	978-1-61528-293-7	175-176	Studio Exploration Steps 1-5
			Assessment	978-1-61528-293-7	186	Assessment Options
(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 that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community	(v) create original artworks that express a variety of ideas based on personal experiences, including imagination	Instruction	978-1-61528-293-7	pp. 6-7	Create: Studio Time
			Review	978-1-61528-293-7	13-14	Studio Exploration Steps 1-5
			Review	978-1-61528-293-7	193-194	Studio Exploration Steps 1-5
(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 that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community	(vi) create original artworks that express a variety of ideas based on personal experiences, including the community	Instruction	978-1-61528-293-7	96-97	Create: Studio Time
			Review	978-1-61528-293-7	103-104	Studio Exploration Steps 1-5
			Review	978-1-61528-293-7	104	Teaching Through Inquiry
(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	978-1-61528-293-7	54	Studio Exploration
			Assessment	978-1-61528-293-7	57	Share & Reflect
			Instruction	978-1-61528-293-7	216	Create: Studio Time
			Review	978-1-61528-293-7	217	Check Your Understanding
			Review	978-1-61528-293-7	223-224	Studio Exploration Steps 1-5
(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	978-1-61528-293-7	67	Create: Studio Time
			Review	978-1-61528-293-7	67	Check Your Understanding
			Review	978-1-61528-293-7	73-74	Studio Exploration Steps 1-5
(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) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(i) apply technical skills effectively using a variety of materials to produce artworks, including drawings	Instruction	978-1-61528-293-7	190	Create: Studio Time
			Review	978-1-61528-293-7	191	Assessment Options
			Review	978-1-61528-293-7	193-194	Studio Explorations Steps 1-5

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(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) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(ii) apply technical skills effectively using a variety of materials to produce artworks, including paintings	Instruction	978-1-61528-293-7	130	Create: Studio Time
			Activity	978-1-61528-293-7	130	Practice
			Review	978-1-61528-293-7	134-135	Studio Exploratio Steps 1-5
(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) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(iii) apply technical skills effectively using a variety of materials to produce artworks, including prints	Instruction	978-1-61528-293-7	160-161	Create: Studio Time
			Review	978-1-61528-293-7	163-164	Studio Exploratio Steps 1-5
			Review	978-1-61528-293-7	175-176	Studio Exploratio Steps 1-5
(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) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(iv) apply technical skills effectively using a variety of materials to produce artworks, including sculptures/modeled forms	Instruction	978-1-61528-293-7	82	Create: Studio Time
			Review	978-1-61528-293-7	85-86	Studio Exploration Steps 1-5
			Instruction	978-1-61528-293-7	220	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) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(v) apply technical skills effectively using a variety of materials to produce artworks, including ceramics	Review	978-1-61528-293-7	265, 266	Studio Exploration Steps 1-5
			Instruction	978-1-61528-293-7	78	Create: Studio Time
			Review	978-1-61528-293-7	258-259	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) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(vi) apply technical skills effectively using a variety of materials to produce artworks, including fiber art	Instruction	978-1-61528-293-7	22	Create: Studio Time
			Activity	978-1-61528-293-7	262	Create: Studio Time
			Instruction	978-1-61528-293-7	22	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) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(vii) apply technical skills effectively using a variety of materials to produce artworks, including photographic imagery	Instruction	978-1-61528-293-7	18	Create: Studio Time
			Activity	978-1-61528-293-7	49	Create: Studio Time
			Instruction	978-1-61528-293-7	57	Close
(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) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(viii) apply technical skills effectively using a variety of materials to produce artworks, including digital art and media	Instruction	978-1-61528-293-7	R24	Photographic Media
			Instruction	978-1-61528-293-7	27	Digital Option
			Instruction	978-1-61528-293-7	27	Digital Option

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			Activity	978-1-61528-293-7	57	Digital Option
			Activity	978-1-61528-293-7	87	Digital Option
(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	978-1-61528-293-7	103	Teach
			Assessment	978-1-61528-293-7	104	Share & Reflect
			Instruction	978-1-61528-293-7	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:	(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	978-1-61528-293-7	103	Teach
			Assessment	978-1-61528-293-7	104	Share & Reflect
			Instruction	978-1-61528-293-7	198	Create: Studio Time
(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 that global, cultural, historical, and political issues influence artworks	(i) analyze ways that global issues influence artworks	Instruction	978-1-61528-293-7	51	Explore the Art
			Assessment	978-1-61528-293-7	77	Using the Timeline
			Review	978-1-61528-293-7	103-104	Studio Exploration Steps 1-5
			Review	978-1-61528-293-7	103	Teaching Through Inquiry
(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 that global, cultural, historical, and political issues influence artworks	(ii) analyze ways that cultural issues influence artworks	Instruction	978-1-61528-293-7	21	Visual Culture
			Review	978-1-61528-293-7	168-169	Studio Exploration Steps 1-5
			Activity	978-1-61528-293-7	169	Assessment Options
			Instruction	978-1-61528-293-7	201	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 that global, cultural, historical, and political issues influence artworks	(iii) analyze ways that historical issues influence artworks	Instruction	978-1-61528-293-7	16	Differentiated Instruction
			Activity	978-1-61528-293-7	17	Explore the Art
			Activity	978-1-61528-293-7	21	Explore the Art
			Review	978-1-61528-293-7	28	Social Studies/Theater
			Instruction	978-1-61528-293-7	108-109	Create: Studio Time
(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 that global, cultural, historical, and political issues influence artworks	(iv) analyze ways that political issues influence artworks	Instruction	978-1-61528-293-7	96-97	Create: Studio Time
			Activity	978-1-61528-293-7	107	Explore the Art
			Activity	978-1-61528-293-7	115	Differentiated Instruction
			Review	978-1-61528-293-7	120	Write About 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:	(B) analyze selected artworks to determine contemporary relevance in relationship to universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation	(i) analyze selected artworks to determine contemporary relevance in relationship to universal themes	Instruction	978-1-61528-293-7	95	Using the Large Reproduction
			Activity	978-1-61528-293-7	97	Check Your Understanding
			Review	978-1-61528-293-7	120	Write About Art

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:	(C) compare and contrast relationships that exist between a society's art and its music, literature, and architecture	(i) compare and contrast relationships that exist between a society's art and its music	Instruction	978-1-61528-293-7	21	Music
			Activity	978-1-61528-293-7	36	Differentiated Instruction
			Instruction	978-1-61528-293-7	31G	Connections Across the Arts
			Review	978-1-61528-293-7	45	Music Connection
			Review	978-1-61528-293-7	52	Music Connection
(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) compare and contrast relationships that exist between a society's art and its music, literature, and architecture	(ii) compare and contrast relationships that exist between a society's art and its literature	Instruction	978-1-61528-293-7	13-14	Create: Studio Exploration Steps 1-5
			Activity	978-1-61528-293-7	15	Writing Process Connection
			Review	978-1-61528-293-7	17	Explore the Art
			Activity	978-1-61528-293-7	17	Teaching Through Inquiry
			Instruction	978-1-61528-293-7	22	Explore the 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:	(C) compare and contrast relationships that exist between a society's art and its music, literature, and architecture	(iii) compare and contrast relationships that exist between a society's art and its architecture	Instruction	978-1-61528-293-7	78	Explore the Art
			Activity	978-1-61528-293-7	78	Art History Connection
			Instruction	978-1-61528-293-7	213	Explore the Art
			Instruction	978-1-61528-293-7	213	Teach
			Review	978-1-61528-293-7	215	Differentiated Instruction
(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) identify career and avocational choices in art such as various design, museum, and fine arts fields	(i) identify career and avocational choices in art	Instruction	978-1-61528-293-7	59	Careers: Art Historians
			Activity	978-1-61528-293-7	61	Family Involvement
			Instruction	978-1-61528-293-7	61	Advocacy
			Instruction	978-1-61528-293-7	89	Careers: Fashion
			Instruction	978-1-61528-293-7	119	Careers: Documentary
(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 or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(i) create written or oral responses about personal or collaborative artworks addressing purpose	Instruction	978-1-61528-293-7	74	Share & Reflect
			Assessment	978-1-61528-293-7	23	Assessment Options
			Assessment	978-1-61528-293-7	27	Assessment Options
			Instruction	978-1-61528-293-7	86	Share & Reflect
			Review	978-1-61528-293-7	104	Share & 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 or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(ii) create written or oral responses about personal or collaborative artworks addressing technique	Instruction	978-1-61528-293-7	74	Share & Reflect
			Review	978-1-61528-293-7	134	Share & Reflect
			Instruction	978-1-61528-293-7	160	Teaching Through Inquiry
			Assessment	978-1-61528-293-7	161	Assessment Options
			Review	978-1-61528-293-7	164	Share & 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 or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(iii) create written or oral responses about personal or collaborative artworks addressing organization	Instruction	978-1-61528-293-7	25	Teaching Through Inquiry
			Review	978-1-61528-293-7	26	Share & Reflect
			Instruction	978-1-61528-293-7	44	Revise
			Review	978-1-61528-293-7	146	Share & 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 or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(iv) create written or oral responses about personal or collaborative artworks addressing judgment	Instruction	978-1-61528-293-7	14	Share & Reflect
			Assessment	978-1-61528-293-7	57	Assessment Options

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	978-1-61528-293-7	86	Share & Reflect
			Review	978-1-61528-293-7	176	Share & Reflect
			Assessment	978-1-61528-293-7	177	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 or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(v) create written or oral responses about personal or collaborative artworks addressing personal expression	Instruction	978-1-61528-293-7	44	Share & Reflect
			Review	978-1-61528-293-7	56	Share & Reflect
			Instruction	978-1-61528-293-7	48	Create: Studio Time
			Instruction	978-1-61528-293-7	160	Teaching Through Inquiry
			Assessment	978-1-61528-293-7	195	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:	(B) analyze original artworks 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	978-1-61528-293-7	57	Art Criticism
			Activity	978-1-61528-293-7	149	Careers: Art Critic
			Review	978-1-61528-293-7	181	Art Criticism
			Assessment	978-1-61528-293-7	233	Assessment Options
			Instruction	978-1-61528-293-7	270	Write About Art
(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) develop a portfolio that demonstrates progress	(i) develop a portfolio that demonstrates progress	Instruction	978-1-61528-293-7	31	For Your Portfolio
			Review	978-1-61528-293-7	60	For Your Portfolio
			Review	978-1-61528-293-7	91	For Your Portfolio
			Review	978-1-61528-293-7	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:	(D) 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	978-1-61528-293-7	239	Daily Life
			Activity	978-1-61528-293-7	211	Advocacy
			Activity	978-1-61528-293-7	227	Teaching Through Inquiry
			Review	978-1-61528-293-7	R-9	Related Teaching Techniques
			Review	978-1-61528-293-7	R-12	Planning
(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) 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	978-1-61528-293-7	119	Community Involvement
			Activity	978-1-61528-293-7	227	Teaching Through Inquiry
			Instruction	978-1-61528-293-7	269	Daily Life
			Review	978-1-61528-293-7	R-31	The World of Work: Careers in Art
(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:	(E) demonstrate an understanding of and apply proper exhibition etiquette	(i) demonstrate an understanding of proper exhibition etiquette	Instruction	978-1-61528-293-7	31	Family Involvement
			Activity	978-1-61528-293-7	62	Teaching Through Inquiry
			Instruction	978-1-61528-293-7	149	Careers: Art Critic
			Assessment	978-1-61528-293-7	259	Assessment Options: Peer
			Activity	978-1-61528-293-7	269	Daily Life
(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:	(E) demonstrate an understanding of and apply proper exhibition etiquette	(ii) apply proper exhibition etiquette	Instruction	978-1-61528-293-7	31	Family Involvement
			Activity	978-1-61528-293-7	62	Teaching Through Inquiry
			Instruction	978-1-61528-293-7	149	Careers: Art Critic
			Assessment	978-1-61528-293-7	259	Assessment Options: Peer
			Activity	978-1-61528-293-7	269	Daily Life