Chapter 117. Texas Essential Knowledge and Skills for Fille Arts	g 117.500. Ait, Level II (Olle	Story, Adopted 2010		FIOCIAIIIAIIOII 2013
Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts			
Course Title	§117.303. Art, Level II (One Credit), Adopted 2013 DAVIS ART — Be	eginning Sculpture		
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art II, Drawing I, Painting I, Printmaking I, Fibers I, Ceramics I, Sculpture I, Jewelry I, Photography I, Design I, Digital Art and Media I, and Art and Media I, and Art and Media I, and Art and Media I, one credit per course). The prerequisite for each art course listed in this subsection is one credit of Art, Level I.				
(b) Introduction.				
	thinking, communication, and collaboration skills, making the fine arts applicable to o	ips, and ideas. These disciplines engage and motivate all students through active learni college readiness, career opportunities, workplace environments, social skills, and every		
order throughout the year. Students rely on personal observations and percepti	ons, which are developed through increasing visual literacy and sensitivity to surrou	e broad, unifying structures for organizing the knowledge and skills students are expect- indings, communities, memories, imaginings, and life experiences as sources for thinking effective skills. While exercising meaningful problem-solving skills, students develop the	ng about, planning, and creating original	ginal artworks. Students communicate
(3) Statements that contain the word "including" reference content that must be	mastered, while those containing the phrase "such as" are intended as possible illust	trative examples.		
(c) Knowledge and Skills.				
(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) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks	(i) use visual comparisons to illustrate concepts from direct observation for original artworks	Student Edition 46-47-Ins 50-51-Ac Teacher Edition 4-Ins	SE Location How to Studio Experience  TE Location Aesthetics
(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	(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks	(ii) use visual comparisons to illustrate ideas from direct observation for original artworks	9-Ac  Student Edition 53-Ins 58-Ac  Teacher Edition	Design Extension  SE Location Writing About Art Discuss It  TE Location
what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:			4-Ins 18-Ac	Aesthetics Inquiry
(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	(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks	(iii) use visual comparisons to illustrate concepts from original sources for original artworks	Student Edition 22-23-Ins 101-R Teacher Edition	SE Location Studio Experience Chapter Review TE Location
what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:			9-Ins 101-As	Design Extension Review Answers
(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) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks	(iv) use visual comparisons to illustrate ideas from original sources for original artworks	or <u>Student Edition</u> 25-Ins 101-R <u>Teacher Edition</u> 25-Ins 43-Ac	SE Location Chapter Review Chapter Review TE Location Review Answers Computer Connection

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts \$117.303. Art, Level II (One Credit), Adopted 2013 Proclamation 2015

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts	§117.303. Art, Level II (One			Proclamation 2015
(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) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks	<ul> <li>(v) use visual comparisons to illustrate concepts from experiences for original artworks</li> </ul>	Student Edition 50-51-Ins 76-77-Ac Teacher Edition 37-Ins 67-Ac	SE Location Studio Experience Studio Experience TE Location Design Extension Design Extension
(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) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks	(vi) use visual comparisons to illustrate ideas from experiences for original artworks	Student Edition 179-Ins Teacher Edition 109-Ins 112-Ac	SE Location Chapter Review TE Location Design Extension Art Criticism
(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) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks	(vii) use visual comparisons to illustrate concepts from narration for original artworks	Student Edition 145 ins Teacher Edition 75-Ins 145-Ins	SE Location Sketchbook Connection TE Location Interdisciplinary Connection Sketchbook Connection
(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) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks	(viii) use visual comparisons to illustrate ideas from narration for original artworks	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location No Match
(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) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks	(ix) use visual comparisons to illustrate concepts from imagination for original artworks	116-117-Ins 188-189-Ac Teacher Edition 116-117-Ins 188-189-Ac	SE Location Studio Experience Studio Experience  TE Location Studio Experience Studio Experience
(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) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks	(x) use visual comparisons to illustrate ideas from imagination for original artworks	Student Edition 164-165-Ins 188-189-Ac Teacher Edition 164-165-Ins 188-189-Ac	SE Location Studio Experience Studio Experience TE Location Studio Experience Studio Experience
(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) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(i) identify the elements of art, including line, as the fundamentals of art in personal artworks	Student Edition 35-Ins Teacher Edition 11-Ins 20-Ac	SE Location Elements of Design  TE Location Aesthetics Inquiry

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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 color, texture, form, space, and value, as the fundamentals of art (B) identify and apply the elements of art, including line, as the fundamentals of art (ii) apply the elements of art, including line, as the fundamentals of art (iii) apply the elements of art, including line, as the fundamentals of art (iii) apply the elements of art, including line, as the fundamentals of art (iii) apply the elements of art, including line, as the fundamentals of art (iii) apply the elements of art, including line, as the fundamentals of art (iii) apply the elements of art, including line, as the fundamentals of art (iii) apply the elements of art, including line, as the fundamentals of art (iii) apply the elements of art, including line, as the fundamentals of art (iii) apply the elements of art, including line, as the fundamentals of art (iii) apply the elements of art, including line, as the fundamentals of art (iii) apply the elements of art, including line, as the fundamentals of art (iii) apply the elements of art, including line, as the fundamentals of art (iii) apply the elements of art, including line, as the fundamentals of art (iii) apply the elements of art, including line, as the fundamentals of art (iii) apply the elements of art, including line, as the fundamentals of art (iii) apply the elements of art, including line, as the fundamentals of art (iii) apply the elements of art, including line, as the fundamentals of art (iii) apply the elements of art, including line, as the fundamentals of art (iii) apply the elements of art (iii) ap	SE Location
visual literacy skills using critical thinking, imagination, and the senses to observe color, texture, form, space, and value, as the fundamentals of art lin personal artworks	
	No Match
and explore the world by learning about, understanding, and applying the in personal artworks	
elements of art, principles of design, and expressive qualities. The student uses	TE Location
what the student sees, knows, and has experienced as sources for examining,	Teaching Tip
understanding, and creating original artworks. The student is expected to:	
understanding, and dreaming original artifolios. The student is expected to.	
(1) Foundations: observation and perception. The student develops and expands (B) identify and apply the elements of art, including line, shape, (iii) identify the elements of art, including shape, as the	SE Location
visual literacy skills using critical thinking, imagination, and the senses to observe color, texture, form, space, and value, as the fundamentals of art in personal artworks  35 -Ins	Elements of Design
and explore the world by learning about, understanding, and applying the in personal artworks	
elements of art, principles of design, and expressive qualities. The student uses	TE Location
	Teaching Tip
what the student sees, knows, and has experienced as sources for examining, 20-Ac	Inquiry
understanding, and creating original artworks. The student is expected to:	
(1) Foundations: observation and perception. The student develops and expands (B) identify and apply the elements of art, including line, shape, (iv) apply the elements of art, including shape, as the	SE Location
	Studio Experience
70.77 A -	Studio Experience
and explore the world by learning about, understanding, and applying the	Studio Experience
elements of art, principles of design, and expressive qualities. The student uses  Teacher Edition	TE Location
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understanding, and creating original artworks. The student is expected to:	Studio Experience
(1) For delivery to an extra product of the classical state of the c	051
(1) Foundations: observation and perception. The student develops and expands (B) identify and apply the elements of art, including line, shape, (v) identify the elements of art, including color, as the	SE Location
visual literacy skills using critical thinking, imagination, and the senses to observe color, texture, form, space, and value, as the fundamentals of art in personal artworks	Paragraph 3
and explore the world by learning about, understanding, and applying the in personal artworks	Elements of Design
elements of art, principles of design, and expressive qualities. The student uses	TE Location
what the student sees, knows, and has experienced as sources for examining,  12-Ins	Teaching Tip
understanding, and creating original artworks. The student is expected to: 20-Ac	Inquiry
20-40	inquiry
(1) Foundations: observation and perception. The student develops and expands (B) identify and apply the elements of art, including line, shape, (vi) apply the elements of art, including color, as the fundamentals of Student Edition	SE Location
visual literacy skills using critical thinking, imagination, and the senses to observe color, texture, form, space, and value, as the fundamentals of art art in personal artworks	Studio Experience
and explore the world by learning about, understanding, and applying the in personal artworks	Studio Experience
elements of art, principles of design, and expressive qualities. The student uses	
What the student sees, knows, and has experienced as sources for examining,	TE Location
understanding, and creating original artworks. The student is expected to:	Studio Experience
144-145-AC	Studio Experience
(1) Foundations: observation and perception. The student develops and expands (B) identify and apply the elements of art, including line, shape, (vii) identify the elements of art, including texture, as the Student Edition	SE Location
visual literacy skills using critical thinking, imagination, and the senses to observe color, texture, form, space, and value, as the fundamentals of art in personal artworks 12-13-lns	Paragraph 4
and explore the world by learning about, understanding, and applying the in personal artworks	Elements of Design
elements of art, principles of design, and expressive qualities. The student uses	L
Leacher Edition	TE Location
20-Ins	Inquiry
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(1) Foundations: observation and perception. The student develops and expands (B) identify and apply the elements of art, including line, shape, (viii) apply the elements of art, including texture, as the	SE Location
visual literacy skills using critical thinking, imagination, and the senses to observe color, texture, form, space, and value, as the fundamentals of art in personal artworks	Studio Experience
and explore the world by learning about, understanding, and applying the in personal artworks	Studio Experience
elements of art, principles of design, and expressive qualities. The student uses  Teacher Edition	TE Location
what the student sees, knows, and has experienced as sources for examining,	Studio Experience
understanding, and creating original artworks. The student is expected to:	Studio Experience
	Otadio Experience
(1) Foundations: observation and perception. The student develops and expands (B) identify and apply the elements of art, including line, shape, (ix) identify the elements of art, including form, as the	SE Location
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Transfer Edition	TE Location
elements of art, principles of design, and expressive qualities. The student uses	Art Criticism
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what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	Computer Connection

Chapter 117. Texas Essential Knowledge and Skills for Fille Arts	9117.303. AIT, Level II (Offe		lo	FIOGAINAUON 2013
(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) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(x) apply the elements of art, including form, as the fundamentals of art in personal artworks	Student Edition 50-51-Ins 116-117-Ac Teacher Edition 20-Ins	SE Location Studio Experience Studio Experience  TE Location Inquiry
understanding, and deating original artifolics. The student is expected to:			96-Ac	Aesthetics
(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	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(xi) identify the elements of art, including space, as the fundamentals of art in personal artworks	Student Edition 13-Ins 97-R Teacher Edition	SE Location Paragraph 1 Elements of Design TE Location
what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:			12-Ins 20-Ac	Teaching Tip Inquiry
(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	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(xii) apply the elements of art, including space, as the fundamentals of art in personal artworks	Student Edition 164-165-Ac	SE Location Studio Experience
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:	•		Teacher Edition 164-165-Ac	TE Location Studio Experience
(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	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(xiii) identify the elements of art, including value, as the fundamentals of art in personal artworks	Student Edition 14-Ins 61-R	SE Location Paragraph 1 Elements of Design
what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:			Teacher Edition 20-Ins 61-R	TE Location Inquiry Elements of Design
(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	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(xiv) apply the elements of art, including value, as the fundamentals of art in personal artworks	Student Edition 76-77-Ins 25-R	SE Location Studio Experience Chapter Review (Understand)
what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:			Teacher Edition 76-77-Ins	TE Location Studio Experience
(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	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(i) identify the principles of design, including emphasis, in personal artworks	Student Edition 15-16-Ins 158-R	SE Location Paragraph 4 Principles of Design TE Location
what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:			Teacher Edition 17-Ins 20-Ac	Aesthetics Inquiry
(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	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(ii) apply the principles of design, including emphasis, in personal artworks	Student Edition 50-51-Ins Teacher Edition	SE Location Studio Experience TE Location
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:			158-R	Principles of Design
(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	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(iii) identify the principles of design, including repetition/pattern, in personal artworks	Student Edition 17-Ins 142-R	SE Location Paragraph 1 Principles of Design
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:			Teacher Edition 20-Ins 142-R	TE Location Inquiry Principles of Design
(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	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(iv) apply the principles of design, including repetition/pattern, in personal artworks	Student Edition 144-145-Ins	SE Location Studio Experience
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:			Teacher Edition 147-Ins	TE Location Review Answers (Analyze)
(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	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	<ul><li>(v) identify the principles of design, including movement/rhythm, in personal artworks</li></ul>	Student Edition 17-Ins 154-R	SE Location Paragraph 2 Principles of Design
what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:			Teacher Edition 20-Ins	TE Location Inquiry

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(1) Foundations: observation and perception. The student develops and expands	(C) identify and apply the principles of design, including emphasis,	(vi) apply the principles of design, including movement/rhythm, in	Student Edition	SE Location
visual literacy skills using critical thinking, imagination, and the senses to observe	repetition/pattern, movement/rhythm, contrast/variety, balance,	personal artworks	No Match	No Match
and explore the world by learning about, understanding, and applying the	proportion, and unity in personal artworks			
elements of art, principles of design, and expressive qualities. The student uses	, , , , , , , , , , , , , , , , , , ,		Teacher Edition	TE Location
what the student sees, knows, and has experienced as sources for examining,			No Match	No Match
understanding, and creating original artworks. The student is expected to:				
(1) Foundations: observation and perception. The student develops and expands	(C) identify and apply the principles of design, including emphasis,	(vii) identify the principles of design, including contrast/variety, in	Student Edition	SE Location
visual literacy skills using critical thinking, imagination, and the senses to observe	repetition/pattern, movement/rhythm, contrast/variety, balance,	personal artworks	16-17-Ins	Paragraph 2
and explore the world by learning about, understanding, and applying the	proportion, and unity in personal artworks		82-R	Principles of Design
elements of art, principles of design, and expressive qualities. The student uses			L	L
what the student sees, knows, and has experienced as sources for examining,			Teacher Edition	TE Location
understanding, and creating original artworks. The student is expected to:			20-Ins	Inquiry
understanding, and creating original artworks. The student is expected to.			82-R	Principles of Design
(1) Foundations: observation and perception. The student develops and expands	(C) identify and apply the principles of design, including emphasis,	(viii) apply the principles of design, including contrast/variety, in	Student Edition	SE Location
visual literacy skills using critical thinking, imagination, and the senses to observe	repetition/pattern, movement/rhythm, contrast/variety, balance,	personal artworks	76-77-Ins	Studio Experience
and explore the world by learning about, understanding, and applying the	proportion, and unity in personal artworks		15-R	Paragraph 4
elements of art, principles of design, and expressive qualities. The student uses	FF,, F			
what the student sees, knows, and has experienced as sources for examining,			Teacher Edition	TE Location
			76-77-Ins	Studio Experience
understanding, and creating original artworks. The student is expected to:				
(1) Foundations: observation and perception. The student develops and expands	(C) identify and apply the principles of design, including emphasis,	(ix) identify the principles of design, including balance, in personal	Student Edition	SE Location
visual literacy skills using critical thinking, imagination, and the senses to observe	repetition/pattern, movement/rhythm, contrast/variety, balance,	artworks	15-Ins	Paragraph 1
and explore the world by learning about, understanding, and applying the	proportion, and unity in personal artworks		67-R	Principles of Design
elements of art, principles of design, and expressive qualities. The student uses	properties of the daily in possession distriction			1
			Teacher Edition	TE Location
what the student sees, knows, and has experienced as sources for examining,			20-Ins	Inquiry
understanding, and creating original artworks. The student is expected to:			67-Ac	Art Criticism
(1) Foundations: observation and perception. The student develops and expands	(C) identify and apply the principles of design, including emphasis,	(x) apply the principles of design, including balance, in personal	Student Edition	SE Location
visual literacy skills using critical thinking, imagination, and the senses to observe	repetition/pattern, movement/rhythm, contrast/variety, balance,	artworks	25-R	Chapter Review (Recall)
and explore the world by learning about, understanding, and applying the	proportion, and unity in personal artworks	armone	Teacher Edition	TE Location
	proportion, and anny in personal artiforno		25-R	Chapter Review Answers
elements of art, principles of design, and expressive qualities. The student uses				(Recall)
what the student sees, knows, and has experienced as sources for examining,				` '
understanding, and creating original artworks. The student is expected to:				
understanding, and creating original artworks. The student is expected to:  (1) Foundations: observation and perception. The student develops and expands	(C) identify and apply the principles of design, including emphasis,	(xi) identify the principles of design, including proportion, in	Student Edition	SE Location
(1) Foundations: observation and perception. The student develops and expands		(xi) identify the principles of design, including proportion, in personal artworks	Student Edition  15-Ins	SE Location Paragraph 2
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe	repetition/pattern, movement/rhythm, contrast/variety, balance,		15-Ins	
(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			15-Ins	
(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	repetition/pattern, movement/rhythm, contrast/variety, balance,		Student Edition 15-Ins Teacher Edition 20-Ins	Paragraph 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,	repetition/pattern, movement/rhythm, contrast/variety, balance,		15-Ins Teacher Edition	Paragraph 2  TE Location
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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 problemsolving skills. The student is expected to:	observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent	observation in order to expand personal themes that demonstrate artistic talent	50-51-Ins 116-117-Ac Teacher Edition 53-Ins 147-As	Studio Experience Studio Experience TE Location Review Answers Review Answers
(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 artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent	(ii) create original artworks using multiple solutions from original sources in order to expand personal themes that demonstrate artistic intent	Student Edition 76-77-Ins 116-117-Ac Teacher Edition 76-77-Ins 116-117-Ac	SE Location Studio Experience Studio Experience  TE Location Studio Experience Studio Experience
(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 artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent	(iii) create original artworks using multiple solutions from experiences in order to expand personal themes that demonstrate artistic intent	<u>Student Edition</u> 116-117-Ins 164-165-Ac <u>Teacher Edition</u> 147-Ins 167-As	SE Location Studio Experience Studio Experience TE Location Review Answers Review Answers
(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 artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent	(iv) create original artworks using multiple solutions from imagination in order to expand personal themes that demonstrate artistic intent	Student Edition 22-23-Ins 144-145-Ac Teacher Edition 128-Ins 138-Ac	SE Location Studio Experience Studio Experience TE Location Computer Connection 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 design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions	(i) apply design skills in creating practical applications in order to make successful design decisions	Student Edition 22-23-Ins 50-51-Ac Teacher Edition 79-Ins 86-Ac	SE Location Studio Experience Studio Experience TE Location Review Answers Design Extension
(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 design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions	(ii) apply design skills in clarifying presentations in order to make successful design decisions	Student Edition 76-77-Ins 164-165-Ac Teacher Edition 76-77-Ins 164-165-Ac	SE Location Studio Experience Studio Experience TE Location Studio Experience Studio Experience
(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 design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions	(iii) apply design skills in examining consumer choices in order to make successful design decisions	Student Edition 181-Ins 189-Ac Teacher Edition 181-Ins 187-Ac	SE Location Paragraphs 1 and 2 Sketchbook Connection TE Location Internet Connection Interdisciplinary Connection
(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) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	(i) use an understanding of copyright to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	Student Edition No Match Teacher Edition No Match	SE Location No Match  TE Location No Match
(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) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	(ii) use an understanding of public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location No Match

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts	§117.303. Art, Level II (One			Proclamation 2015
(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) create original artwork to communicate thoughts, feelings, ideas, or impressions	(i) create original artwork to communicate thoughts, feelings, ideas, or impressions	Student Edition 22-23-Ins 116-117-Ac Teacher Edition 79-Ins 147-As	SE Location Studio Experience Studio Experience TE Location Review Answers Review Answers
(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) collaborate to create original works of art	(i) collaborate to create original works of art	Student Edition 164-165-Ins 167-Ac Teacher Edition 164-165-Ins 167-Ac	SE Location Studio Experience For Your Portfolio  TE Location Studio Experience For Your Portfolio
(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:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(i) select from a variety of art media to communicate specific ideas in drawing	Student Edition 76-77-Ins 79-R Teacher Edition 76-77-Ins 79-R	SE Location Studio Experience Chapter Review  TE Location Studio Experience Review Answers
(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:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(ii) select from a variety of art media to communicate specific ideas in painting	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location No Match
(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:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(iii) select from a variety of art media to communicate specific ideas in printmaking	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location No Match
(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:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(iv) select from a variety of art media to communicate specific ideas in sculpture	Student Edition 22-23-Ins 164-165-Ac 56-R Teacher Edition 147-Ins 164-165-Ac	SE Location Studio Experience Studio Experience Student Installation TE Location Review Answers Studio Experience
(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:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(v) select from a variety of art media to communicate specific ideas in ceramics	Student Edition 49-Ins 50-51-Ac Teacher Edition 49-Ins 53-As	SE Location How to Studio Experience TE Location Internet Connection Review Answers
(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:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(vi) select from a variety of art media to communicate specific ideas in fiber art	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location No Match
(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:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(vii) select from a variety of art media to communicate specific ideas in jewelry	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location No Match
(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:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(viii) select from a variety of art media to communicate specific ideas in mixed media	Student Edition 121-123-R 142-145-R Teacher Edition 122-Ins 143-Ins	SE Location Construction & Assemblage Assemblage TE Location Art Criticism Art Criticism
(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:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(ix) select from a variety of art media to communicate specific ideas in photography	Student Edition 147-Ins 167-Ac Teacher Edition 147-Ins 167-Ac	SE Location For Your Portfolio For Your Portfolio TE Location For Your Portfolio For Your Portfolio

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts	§117.303. Art, Level II (One	Credit), Adopted 2013		Proclamation 2015
(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to communicate	(x) select from a variety of art media to communicate specific	Student Edition	SE Location
artworks using a variety of media with appropriate skills. The student expresses	specific ideas in drawing, painting, printmaking, sculpture,	ideas in digital art and media	No Match	No Match
thoughts and ideas creatively while challenging the imagination, fostering	ceramics, fiber art, jewelry, mixed media, photography, and digital			<b>_</b>
reflective thinking, and developing disciplined effort and progressive problem-	art and media			TE Location
solving skills. The student is expected to:			No Match	No Match
(2) Creative expression. The student communicates ideas through original	(E) colort from a variativ of ort modic and tools to communicate	(xi) select from a variety of art tools to communicate specific ideas in	Chudant Edition	CE Leastion
( )	(F) select from a variety of art media and tools to communicate		Student Edition 51-R	SE Location Sketchbook Connection
artworks using a variety of media with appropriate skills. The student expresses	specific ideas in drawing, painting, printmaking, sculpture,	drawing	117-R	Sketchbook Connection
thoughts and ideas creatively while challenging the imagination, fostering	ceramics, fiber art, jewelry, mixed media, photography, and digital		Teacher Edition	TE Location
reflective thinking, and developing disciplined effort and progressive problem-	art and media		51-R	Sketchbook Connection
solving skills. The student is expected to:			117-R	Sketchbook Connection
(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to communicate	(xii) select from a variety of art tools to communicate specific ideas in	Student Edition	SE Location
artworks using a variety of media with appropriate skills. The student expresses	specific ideas in drawing, painting, printmaking, sculpture,	painting	No Match	No Match
thoughts and ideas creatively while challenging the imagination, fostering	ceramics, fiber art, jewelry, mixed media, photography, and digital			1
reflective thinking, and developing disciplined effort and progressive problem-	art and media			TE Location
solving skills. The student is expected to:			No Match	No Match
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(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to communicate	(xiii) select from a variety of art media to communicate specific	Student Edition  No Match	SE Location No Match
artworks using a variety of media with appropriate skills. The student expresses	specific ideas in drawing, painting, printmaking, sculpture,	ideas in printmaking	NO Materi	NO Materi
thoughts and ideas creatively while challenging the imagination, fostering	ceramics, fiber art, jewelry, mixed media, photography, and digital		Teacher Edition	TE Location
reflective thinking, and developing disciplined effort and progressive problem-	art and media		No Match	No Match
solving skills. The student is expected to:				
(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to communicate	(xiv) select from a variety of art tools to communicate specific	Student Edition	SE Location
artworks using a variety of media with appropriate skills. The student expresses	specific ideas in drawing, painting, printmaking, sculpture,	ideas in sculpture	50-51-Ins	Studio Experience
thoughts and ideas creatively while challenging the imagination, fostering	ceramics, fiber art, jewelry, mixed media, photography, and digital	·	116-117-Ac	Studio Experience
reflective thinking, and developing disciplined effort and progressive problem-	art and media		L	<u></u>
solving skills. The student is expected to:			Teacher Edition	TE Location
***************************************	l l		50-51-Ins 116-117-Ac	Studio Experience Studio Experience
	l l		110-117-AC	Studio Experience
(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to communicate	(xv) select from a variety of art tools to communicate specific ideas in	Student Edition	SE Location
artworks using a variety of media with appropriate skills. The student expresses	specific ideas in drawing, painting, printmaking, sculpture,	ceramics	49-Ins	How to
thoughts and ideas creatively while challenging the imagination, fostering	ceramics, fiber art, jewelry, mixed media, photography, and digital	Ceramics		Studio Experience
reflective thinking, and developing disciplined effort and progressive problem-	art and media			1 '
solving skills. The student is expected to:	art and media		Teacher Edition	TE Location
Solving skills. The student is expected to.			49-Ins	Internet Connection
	l l		53-As	Review Answers
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(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to communicate	(xvi) select from a variety of art tools to communicate specific	Student Edition  No Match	SE Location No Match
artworks using a variety of media with appropriate skills. The student expresses	specific ideas in drawing, painting, printmaking, sculpture,	ideas in fiber art	No Match	NO Match
thoughts and ideas creatively while challenging the imagination, fostering	ceramics, fiber art, jewelry, mixed media, photography, and digital		Teacher Edition	TE Location
reflective thinking, and developing disciplined effort and progressive problem-	art and media		No Match	No Match
solving skills. The student is expected to:	l l		l materi	l materi
(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to communicate	(xvii) select from a variety of art tools to communicate specific	Student Edition	SE Location
artworks using a variety of media with appropriate skills. The student expresses	specific ideas in drawing, painting, printmaking, sculpture,	ideas in jewelry	No Match	No Match
thoughts and ideas creatively while challenging the imagination, fostering	ceramics, fiber art, jewelry, mixed media, photography, and digital			1
reflective thinking, and developing disciplined effort and progressive problem-	art and media			TE Location
solving skills. The student is expected to:			No Match	No Match
	(E) salad from a variation of advanding and deals to accomplicate	(- 111) - 1 - 1 (- 1 - 1 - 1 - 1 - 1 - 1 - 1 -	Object and Edition	OF Landian
(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to communicate	(xviii) select from a variety of art tools to communicate specific	Student Edition	SE Location
artworks using a variety of media with appropriate skills. The student expresses				No Match
	specific ideas in drawing, painting, printmaking, sculpture,	ideas in mixed-media	No Match	No Match
thoughts and ideas creatively while challenging the imagination, fostering	ceramics, fiber art, jewelry, mixed media, photography, and digital	ideas in mixed-media		
reflective thinking, and developing disciplined effort and progressive problem-		ideas in mixed-media		TE Location
	ceramics, fiber art, jewelry, mixed media, photography, and digital	ideas in mixed-media	Teacher Edition	
reflective thinking, and developing disciplined effort and progressive problem-	ceramics, fiber art, jewelry, mixed media, photography, and digital	ideas in mixed-media  (xix) select from a variety of art tools to communicate specific	Teacher Edition No Match Student Edition	TE Location
reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:	ceramics, fiber art, jewelry, mixed media, photography, and digital art and media		<u>Teacher Edition</u> No Match	TE Location No Match
reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:  (2) Creative expression. The student communicates ideas through original	ceramics, fiber art, jewelry, mixed media, photography, and digital art and media  (F) select from a variety of art media and tools to communicate	(xix) select from a variety of art tools to communicate specific	Teacher Edition No Match Student Edition No Match	TE Location No Match SE Location No Match
reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:  (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses	ceramics, fiber art, jewelry, mixed media, photography, and digital art and media  (F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture,	(xix) select from a variety of art tools to communicate specific	Teacher Edition No Match Student Edition No Match Teacher Edition	TE Location No Match SE Location No Match TE Location
reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:  (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	ceramics, fiber art, jewelry, mixed media, photography, and digital art and media  (F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital	(xix) select from a variety of art tools to communicate specific	Teacher Edition No Match Student Edition No Match	TE Location No Match SE Location No Match
reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:  (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:	ceramics, fiber art, jewelry, mixed media, photography, and digital art and media  (F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xix) select from a variety of art tools to communicate specific ideas in photography	Teacher Edition No Match Student Edition No Match Teacher Edition No Match	TE Location No Match SE Location No Match TE Location No Match
reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:  (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:  (2) Creative expression. The student communicates ideas through original	ceramics, fiber art, jewelry, mixed media, photography, and digital art and media  (F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media  (F) select from a variety of art media and tools to communicate	(xix) select from a variety of art tools to communicate specific ideas in photography  (xx) select from a variety of art tools to communicate specific ideas in	Teacher Edition No Match Student Edition No Match Teacher Edition No Match Student Edition	TE Location No Match SE Location No Match TE Location No Match SE Location
reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:  (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:  (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses	ceramics, fiber art, jewelry, mixed media, photography, and digital art and media  (F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media  (F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture,	(xix) select from a variety of art tools to communicate specific ideas in photography	Teacher Edition No Match Student Edition No Match Teacher Edition No Match	TE Location No Match SE Location No Match TE Location No Match
reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:  (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:  (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	ceramics, fiber art, jewelry, mixed media, photography, and digital art and media  (F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media  (F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital	(xix) select from a variety of art tools to communicate specific ideas in photography  (xx) select from a variety of art tools to communicate specific ideas in	Teacher Edition No Match  Student Edition No Match  Teacher Edition No Match  Student Edition No Match	TE Location No Match  SE Location No Match  TE Location No Match  SE Location No Match  TE Location TE Location TE Location
reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:  (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:  (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-	ceramics, fiber art, jewelry, mixed media, photography, and digital art and media  (F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media  (F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture,	(xix) select from a variety of art tools to communicate specific ideas in photography  (xx) select from a variety of art tools to communicate specific ideas in	Teacher Edition No Match  Student Edition No Match  Teacher Edition No Match  Student Edition No Match	TE Location No Match  SE Location No Match  TE Location No Match  SE Location No Match
reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:  (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:  (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:	ceramics, fiber art, jewelry, mixed media, photography, and digital art and media  (F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media  (F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xix) select from a variety of art tools to communicate specific ideas in photography  (xx) select from a variety of art tools to communicate specific ideas in digital art and media	Teacher Edition No Match  Student Edition No Match  Teacher Edition No Match  Student Edition No Match  Student Edition No Match  Teacher Edition No Match	TE Location No Match  SE Location No Match  TE Location No Match  SE Location No Match  TE Location No Match  TE Location No Match
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Chapter 117. Texas Essential Knowledge and Skills for Fine Arts \$117.303. Art, Level II (One Credit), Adopted 2013 Proclamation 2015

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts	§117.303. Art, Level II (One			Proclamation 2015
(3) Historical and cultural relevance. The student demonstrates an understanding	(A) examine selected historical periods or styles of art to identify	(ii) examine selected historical periods or styles of art to identify	Student Edition	SE Location
of art history and culture by analyzing artistic styles, historical periods, and a	general themes and trends	general trends	6-7-Ins	Art History
	gonoral tromos and tromas	gonoral trongs	33-Ac	For Your Sketchbook
variety of cultures. The student develops global awareness and respect for the			00710	. or roar endonbedra
traditions and contributions of diverse cultures. The student is expected to:			To a de la Califfra	TE La cation
			Teacher Edition	TE Location
			6-7-Ins	Art History
			33-Ac	For Your Sketchbook
(3) Historical and cultural relevance. The student demonstrates an understanding	(B) analyze specific characteristics in artwork from a variety of	(i) analyze specific characteristics in artwork from a variety of	Student Edition	SE Location
	1 * * * * * * * * * * * * * * * * * * *	1 ** * * *	13-Ins	For Your Sketchbook
of art history and culture by analyzing artistic styles, historical periods, and a	cultures	cultures		
variety of cultures. The student develops global awareness and respect for the			33-Ac	For Your Sketchbook
traditions and contributions of diverse cultures. The student is expected to:				
additions and contributions of arrond saltares. The statement to expected to			Teacher Edition	TE Location
			7-Ins	Interdisciplinary Connection
			33-Ac	For Your Sketchbook
			55-AC	i di Todi Gretchbook
(A) 11' 4 ' 1 1 1 1 1 1 1 TI 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	(0)		0	051 "
(3) Historical and cultural relevance. The student demonstrates an understanding	(C) collaborate on community-based art projects	(i) collaborate on community-based art projects	Student Edition	SE Location
of art history and culture by analyzing artistic styles, historical periods, and a			188-189-Ins	Studio Experience
variety of cultures. The student develops global awareness and respect for the			156-R	Student Installation
			Teacher Edition	TE Location
traditions and contributions of diverse cultures. The student is expected to:			188-189-Ins	Studio Experience
	(-)		156-R	Student Installation
(3) Historical and cultural relevance. The student demonstrates an understanding	(D) examine and research career, entrepreneurial, and avocational	(i) examine career opportunities in art	Student Edition	SE Location
of art history and culture by analyzing artistic styles, historical periods, and a	opportunities in art		24-Ins	Career Profile
	approximate the second		100-Ac	Career Profile
variety of cultures. The student develops global awareness and respect for the				
traditions and contributions of diverse cultures. The student is expected to:			Topobor Edition	TE Location
			Teacher Edition	TE Location
			24-Ins	Career Profile
			100-Ac	Career Profile
(3) Historical and cultural relevance. The student demonstrates an understanding	(D) examine and research career, entrepreneurial, and avocational	(ii) research career opportunities in art	Student Edition	SE Location
1 * '	, ,	(II) research career opportunities in art		Chapter Review
of art history and culture by analyzing artistic styles, historical periods, and a	opportunities in art		167-Ins	
variety of cultures. The student develops global awareness and respect for the			118-Ac	Career Profile
traditions and contributions of diverse cultures. The student is expected to:				
traditions and contributions of diverse datares. The stadent is expected to:			Teacher Edition	TE Location
			167-Ins	Review Answers
			166-Ac	Career Connection
			100-AC	Career Connection
(3) Historical and cultural relevance. The student demonstrates an understanding	(D) examine and research career, entrepreneurial, and avocational	(iii) examine entrepreneurial opportunities in art	Student Edition	SE Location
of art history and culture by analyzing artistic styles, historical periods, and a	opportunities in art		146-Ins	Career Profile
	opportunities in air			
variety of cultures. The student develops global awareness and respect for the			Teacher Edition	TE Location
traditions and contributions of diverse cultures. The student is expected to:			146-Ins	Career Profile
			140-IIIS	Career Profile
(3) Historical and cultural relevance. The student demonstrates an understanding	<ul><li>(D) examine and research career, entrepreneurial, and avocational</li></ul>	(iv) research entrepreneurial opportunities in art	Student Edition	SE Location
of art history and culture by analyzing artistic styles, historical periods, and a	opportunities in art		190-Ins	Career Profile
	opportunities in air			
variety of cultures. The student develops global awareness and respect for the			Teacher Edition	TE Location
traditions and contributions of diverse cultures. The student is expected to:			190-Ins	
			190-ins	Career Profile
(3) Historical and cultural relevance. The student demonstrates an understanding	(D) examine and research career, entrepreneurial, and avocational	(v) examine avocational opportunities in art	Student Edition	SE Location
of art history and culture by analyzing artistic styles, historical periods, and a	opportunities in art	1	24-Ins	Career Profile
	opportunition in art			
variety of cultures. The student develops global awareness and respect for the			Teacher Edition	TE Location
traditions and contributions of diverse cultures. The student is expected to:			24-Ins	
·			24-IIIS	Career Profile
(3) Historical and cultural relevance. The student demonstrates an understanding	(D) examine and research career, entrepreneurial, and avocational	(vi) research avocational opportunities in art	Student Edition	SE Location
of art history and culture by analyzing artistic styles, historical periods, and a	opportunities in art		78-Ins	Career Profile
	Approx. State of the			
variety of cultures. The student develops global awareness and respect for the			Teacher Edition	TE Location
traditions and contributions of diverse cultures. The student is expected to:			78-Ins	Career Profile
			70-1118	Career Frome
			<u> </u>	
(4) Critical evaluation and response. The student responds to and analyzes the	(A) interpret, evaluate, and justify artistic decisions in artwork by	(i) interpret artistic decisions in artwork by self	Student Edition	SE Location
artworks of self and others, contributing to the development of the lifelong skills	self, peers, and other artists such as that in museums, local		53-Ins	Chapter Review
			76-77-Ac	Studio Experience
of making informed judgments and reasoned evaluations. The student is	galleries, art exhibits, and websites		137770	Stadio Experience
expected to:			Teacher Edition	TE Location
				TE Location
			53-Ins	Review Answers
			76-77-Ac	Studio Experience
(4) Critical evaluation and response. The student responds to and analyzes the	(A) interpret, evaluate, and justify artistic decisions in artwork by	(ii) evaluate artistic decisions in artwork by self	Student Edition	SE Location
		(ii) Ovaluate artistic decisions in artwork by sell	145-Ins	Sketchbook Connection
artworks of self and others, contributing to the development of the lifelong skills	self, peers, and other artists such as that in museums, local			
of making informed judgments and reasoned evaluations. The student is	galleries, art exhibits, and websites		147-R	Chapter Review
expected to:				
onposios to.			Teacher Edition	TE Location
			145-Ins	Sketchbook Connection
			147-R	Review Answers
			1.77	

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts	§117.303. Alt, Level II (Olle		lo	FIOGAINATION 2013
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(iii) justify artistic decisions in artwork by self	Student Edition 101-Ins	SE Location For Your Portfolio
expected to:	ganotos, an exhibito, and weestee		Teacher Edition  101-Ins	TE Location For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(iv) interpret artistic decisions in artwork by peer	Student Edition 53-Ins	SE Location Writing About Art
expected to:	galleties, are exilibrits, and websites		Teacher Edition 53-Ins	TE Location Writing About Art
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(v) evaluate artistic decisions in artwork by peer	Student Edition 53-Ins	SE Location Writing About Art
expected to:	gamenes, art exhibits, and websites		Teacher Edition 53-Ins	TE Location Writing About Art
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(vi) justify artistic decisions in artwork by peer	Student Edition 53-Ins	SE Location Writing About Art
expected to:	gamenes, art exhibits, and websites		Teacher Edition 53-Ins	TE Location Writing About Art
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(vii) interpret artistic decisions in artwork by other artists	Student Edition 53-Ins 101-R	SE Location Chapter Review Chapter Review
expected to:	ganories, art extribits, and recordes		Teacher Edition 53-Ins	TE Location Review Answers
(4) Critical evaluation and response. The student responds to and analyzes the	(A) interpret, evaluate, and justify artistic decisions in artwork by	(viii) evaluate artistic decisions in artwork by other artists	101-R Student Edition	Review Answers SE Location
artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is	self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(viii) evaluate attistic decisions in attwork by other attists	79-Ins 119-R	Chapter Review Chapter Review
expected to:			<u>Teacher Edition</u> 79-Ins 111-R	TE Location Review Answers Review Answers
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(ix) justify artistic decisions in artwork by other artists	Student Edition 25-Ins	SE Location Writing About Art
expected to:	gamenes, art exhibits, and websites		Teacher Edition 25-Ins	TE Location Writing About Art
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is	(B) evaluate and analyze artwork 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	(i) evaluate artwork using a method of critique	Student Edition 53-Ins 101-R	SE Location Chapter Review Chapter Review
expected to:	artwork		Teacher Edition 53-Ins 101-As	TE Location Review Answers Review Answers
(4) Critical evaluation and response. The student responds to and analyzes the	(B) evaluate and analyze artwork using a method of critique such	(ii) analyze artwork using a method of critique	Student Edition 53-Ins	SE Location
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:	as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork		101-R	Chapter Review Chapter Review
			Teacher Edition 53-Ins 101-As	TE Location Review Answers Review Answers
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is	(C) use responses to artwork critiques to make decisions about future directions in personal work	(i) use responses to artwork critiques to make decisions about future directions in personal work	Student Edition 191-Ins	SE Location For Your Portfolio
or making informed judgments and reasoned evaluations. The student is expected to:			Teacher Edition 191-Ins	TE Location For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the 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) construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning	(i) construct a physical or electronic portfolio by evaluating personal original artworks to provide evidence of learning	Student Edition 53-Ins 191-Ac	SE Location For Your Portfolio For Your Portfolio
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selected and read control controlling the development of the recognition of control control control of the recognition of control control control of the recognition of control	ехрессеи то.			79-Ins	For Your Portfolio
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inhesits of sold and others, combituding the development of the finding salid.  Official evaluation and response. The student exponds to and analyzes original artwork, portfolious, and resembling.  Official evaluation and response. The student exponds to and analyzes original artwork, portfolious, and evaluations and resembling salidines, historical and columns of contactions. The student exponds to and analyzes original artwork, portfolious, and evaluations and response and macroed colustors. The student exponds to and analyzes original artwork, portfolious, and evaluations and response and macroed colustors. The student exponds to and analyzes original artwork, portfolious, and evaluations and response to another process.  Official evaluation and response to student exponds to and analyzes original artwork, portfolious, and evaluations and resembling students. The student exponds to and analyzes original artwork, portfolious, and evaluations and resembling students.  Official evaluation and response to the student exponds to and analyzes original artwork, portfolious, and evaluations and resembling students. The student exponds to an analyzes original artwork, portfolious, and evaluations and resembling students. The student exponds to and analyzes original artwork, portfolious, and evaluations and response to expond analyzes original artwork, portfolious, and evaluations and resembling students. The student exponds to and analyzes original artwork, portfolious, and evaluations and resembling students and response to students and response to an analyzes original artwork, portfolious, and exhibitions to form precise conclusions about formal qualifies, historical and cultural contents. Intentions, and resembling students and res	expected to:			25-Ins	Review Answers
Collect evaluation and response. The subdest expends to and deallycer by convergence of the filtering state of earther, combituding by frome 8 digitares and response. The subdest expends to and analyzes regimal anthronic, portfolios, and exhibitions outlined primed (digitared and response evaluations). The subdest expends to and analyzes for Your Seachbook and advantage to the configuration and response to the filtering state of making stat	artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is	to form precise conclusions about formal qualities, historical and	` '	13-Ins	For Your Sketchbook
arbotion of all fair of others, combularity to the development of the filting plats of making pricense ligiplemental and accenced evaluations. The student segments of the filting plats of making pricense ligiplements and resourced evaluations. The student segments of the filting plats of making pricense ligiplements and resourced evaluations. The student segments of the filting plats of making pricense ligiplements and resourced evaluations. The student segments of the filting plats of making pricense ligiplements and resourced evaluations. The student segments of the filting plats of making pricense ligiplements and resourced evaluations. The student segments of the filting plats of making pricense ligiplements and resourced evaluations. The student segments of the filting plats of making pricense ligiplements and resourced evaluations. The student segments of the filting plats of making pricense ligiplements and resourced evaluations. The student segments of the filting plats of making pricense ligiplements and resourced evaluations. The student segments of the filting plats of making pricense ligiplements and resourced evaluations. The student segments of the filting plats of making pricense ligiplements and resourced evaluations. The student segments of the filting plats of making pricense ligiplements and resourced evaluations. The student respons to and analyzes the students of the filting plats of making pricense lighter pricenses of the filting plats of making pricenses lightered lighters and resourced evaluations. The student respons to and analyzes the students of students of the filting plats of making pricenses lighters and collurate confloats, intentions, and meanings of the students of students of the filting plats of making pricenses lighters and collurate confloats, intentions, and meanings of making pricenses lighters and resource evaluations. The student respons to and analyzes the students of students of the filting plats of making pricenses lighters and the filting plats of making pricenses	expected to:			19-Ins	Teaching Tip
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Chapter 117. Texas Essential Knowledge and Skills for Fine Arts §117.303. Art, Level II (One Credit), Adopted 2013 Proclamation 2015

Chapter 117. Texas Essential Knowledge and Skills for Fille Arts	§117.303. AII, Level II (Oile	, , , , , , , , , , , , , , , , , , ,	0: 1 : 5 ::::	Prociamation 2015
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifetong skills of making informed independent and the proposed application. The budget is	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and authority intentions, and managing.	(xi) select exhibitions to form precise conclusions about formal qualities	Student Edition No Match	SE Location No Match
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(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xix) analyze original artwork to form precise conclusions about intentions	Student Edition 101-Ins 191-R	SE Location Chapter Review Chapter Review
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