Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts
Course Title	§117.304. Art, Level III (One Credit), Adopted 2013. DAVIS ART – Beginning Sculpture

(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 III, Drawing II, Painting II, Printmaking II, Fibers II, Ceramics II, Sculpture II, Jewelry II, Photography II, Design II, Digital Art and Media II, Advanced Placement (AP) Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, AP Studio Art: Three-Dimensional Design Portfolio, AP Art History, International Baccalaureate (IB) Visual Arts I Standard Level (SL), or IB Visual Arts I Higher Level (HL) (one credit per course). There are no prerequisities for AP Art History and all IB courses. One credit in an Art, Level II course is a recommended prerequisite for AP Studio Art: Two-Dimensional Design Portfolio, AP Studio Art: Three-Dimensional Design Portfolio. The prerequisite for all other Art, Level III courses is one credit of Art, Level II in the corresponding discipline. (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. (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. (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. (c) Knowledge and Skills. (1) Foundations: observation and perception. The student develops and expands (A) analyze visual characteristics of sources to illustrate concepts, (i) analyze visual characteristics of sources to illustrate concepts Student Edition SE Location Studio Experience visual literacy skills using critical thinking, imagination, and the senses to observe demonstrate flexibility in solving problems, create multiple 22-23-Ins Writing About Art 119-Ac and explore the world by learning about, understanding, and applying the solutions, and think imaginatively 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, 4-Ins Aesthetics understanding, and creating original artwork. The student is expected to: 9-Ac Design Extension (1) Foundations: observation and perception. The student develops and expands (A) analyze visual characteristics of sources to illustrate concepts, (ii) analyze visual characteristics of sources to demonstrate Student Edition SE Location visual literacy skills using critical thinking, imagination, and the senses to observe demonstrate flexibility in solving problems, create multiple flexibility in solving problems 53-Ins Chapter Review (recall) 147-Ins Chapter Review (evaluate) and explore the world by learning about, understanding, and applying the solutions, and think imaginatively 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. 53-Ins Review Answers understanding, and creating original artwork. The student is expected to: 147-Ins Review Answers (analyze) (1) Foundations: observation and perception. The student develops and expands (A) analyze visual characteristics of sources to illustrate concepts. (iii) analyze visual characteristics of sources to create multiple Student Edition SE Location 76-77-Ins Studio Experience visual literacy skills using critical thinking, imagination, and the senses to observe demonstrate flexibility in solving problems, create multiple 79-R Chapter Review and explore the world by learning about, understanding, and applying the solutions, and think imaginatively elements of art, principles of design, and expressive qualities. The student uses TE Location Teacher Edition what the student sees, knows, and has experienced as sources for examining, 79-Ins Review Answers understanding, and creating original artwork. The student is expected to: 83-Ac Art Criticism (1) Foundations: observation and perception. The student develops and expands (A) analyze visual characteristics of sources to illustrate concepts, (iv) analyze visual characteristics of sources to think imaginatively Student Edition SE Location Studio Experience visual literacy skills using critical thinking, imagination, and the senses to observe demonstrate flexibility in solving problems, create multiple 147-R Chapter Review and explore the world by learning about, understanding, and applying the solutions, and think imaginatively 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. Review Answers 147-Inc understanding, and creating original artwork. The student is expected to: 151-Ac Art Criticism (1) Foundations: observation and perception. The student develops and expands (B) compare and contrast the elements of art, including line. (i) compare and contrast the elements of art, including line, shape, Student Edition SE Location color, texture, form, space, and value, as the fundamentals of art in 53-lns Writing About Art visual literacy skills using critical thinking, imagination, and the senses to observe shape, color, texture, form, space, and value, as the fundamentals personal artwork 167-Ac Writing About Art and explore the world by learning about, understanding, and applying the of art in personal artwork 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, 11-Ins Aesthetics understanding, and creating original artwork. The student is expected to: 20-Ac Inquiry (1) Foundations: observation and perception. The student develops and expands (C) compare and contrast the principles of design, including (i) compare and contrast the principles of design, including Student Edition SE Location 79-Ins Chapter Review visual literacy skills using critical thinking, imagination, and the senses to observe emphasis, repetition/pattern, movement/rhythm, contrast/variety. emphasis, repetition/pattern, movement/rhythm, contrast/variety. 145-Ac Sketchbook Connection and explore the world by learning about, understanding, and applying the balance, proportion, and unity, in personal artwork balance, proportion, and unity, in personal artwork 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, 17-Ins Aesthetics understanding, and creating original artwork. The student is expected to: 79-R Chapter Review (1) Foundations: observation and perception. The student develops and expands (D) explore the suitability of art media and processes and select (i) explore the suitability of art media Student Edition SE Location Chapter Review 79-Ins visual literacy skills using critical thinking, imagination, and the senses to observe those appropriate to express specific ideas such as content, 79-Ac Writing About Art and explore the world by learning about, understanding, and applying the meaning, message, and metaphor relating to visual themes to elements of art, principles of design, and expressive qualities. The student uses interpret the expressive qualities of artwork TE Location Teacher Edition what the student sees, knows, and has experienced as sources for examining, 79-Ins Review Answers

101-As

Review Answers

understanding, and creating original artwork. The student is expected to:

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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 artwork. The student is expected to:	(D) explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork	(ii) explore the suitability of art processes	Student Edition 119-Ins 145-Ac Teacher Edition 119-Ins 147-As	SE Location Chapter Review (recall) Sketchbook Connection TE Location Review Answers Review Answers (recall)
(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 artwork. The student is expected to:	(D) explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork	(iii) select [art media and processes] appropriate to express specific ideas relating to visual themes to interpret the expressive qualities of artwork	Student Edition 53-Ins 79-Ac Teacher Edition 53-Ins 147-As	SE Location Chapter Review For Your Portfolio TE Location Review Answers Review Answers
(2) Creative expression. The student communicates ideas through original artwork 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 using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent	(i) create original artworks using multiple solutions from direct observation in order to expand personal themes that demonstrate artistic intent	Student Edition 145-Ins 147-Ac Teacher Edition 145-Ins 147-As	SE Location Sketchbook Connection Chapter Review TE Location Sketchbook Connection Review Answers
(2) Creative expression. The student communicates ideas through original artwork 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 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 147-Ins 167-R Teacher Edition 147-Ins 167-As	SE Location Chapter Review Chapter Review TE Location Review Answers Review Answers
(2) Creative expression. The student communicates ideas through original artwork 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 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	Student Edition 50-51-Ins 76-77-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 artwork 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 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 116-117-Ins 144-145-Ac Teacher Edition 128-Ins 138-Ac	SE Location Studio Experience Studio Experience TE Location Computer Connection Design Extension
(2) Creative expression. The student communicates ideas through original artwork 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) solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices in order to make successful design decisions	(i) solve visual problems	Student Edition 22-23-Ins 76-77-Ac Teacher Edition 128-Ins 138-Ac	SE Location Studio Experience Studio Experience TE Location Computer Connection Design Extension
(2) Creative expression. The student communicates ideas through original artwork 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) solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices in order to make successful design decisions	(ii) develop multiple solutions for designing ideas in order to make successful design decisions	Student Edition 101-Ins 145-Ac Teacher Edition 128-Ins 135-Ac	SE Location For Your Portfolio Chapter Review Evaluate Sketchbook Connection TE Location Computer Connection Design Extension
(2) Creative expression. The student communicates ideas through original artwork 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) solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices in order to make successful design decisions	(iii) develop multiple solutions for creating practical applications in order to make successful design decisions	Student Edition 119-Ins 132-R Teacher Edition 119-Ins 138-Ac	SE Location Writing About Art Techniques TE Location Writing About Art Design Extension

Chapter 117. Texas Essential Knowledge and Skills for Fille Arts	§117.304. Art, Level III (Offe	ordati, raoptos zoro:		FIOGRAFIIALION 2013
TEKS (Knowledge and Skille)	Student Expectation	Drookout	Element	Subelement
TEKS (Knowledge and Skills) (2) Creative expression. The student communicates ideas through original artwork 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-	(B) solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices in order to make successful design decisions	Breakout (iv) develop multiple solutions for clarifying presentations in order to make successful design decisions	Student Edition 164-165-Ins 188-189-Ac	SE Location Studio Experience Studio Experience
solving skills. The student is expected to: (2) Creative expression. The student communicates ideas through original	(B) solve visual problems and develop multiple solutions for	(v) develop multiple solutions for evaluating consumer choices in	Teacher Edition 167-Ins 191-As Student Edition	TE Location Review Answers Review Answers SE Location
artwork 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:	designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices in order to make successful design decisions	order to make successful design decisions	186-187-R 189-Ac Teacher Edition 181-Ins 187-Ac	Career/Sculpture as Business Sketchbook Connection TE Location Internet Connection Interdisciplinary Connection
(2) Creative expression. The student communicates ideas through original artwork 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-	(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	SE Location No Match TE Location
solving skills. The student is expected to:			No Match	No Match
(2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering	(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	(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	SE Location No Match
reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:	or imagination		Teacher Edition No Match	TE Location No Match
(2) Creative expression. The student communicates ideas through original artwork 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-	(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 50-51-ac	SE Location Studio Experience Studio Experience
solving skills. The student is expected to:			Teacher Edition 53-Ins 147-As	TE Location Review Answers (Analyze) Review Answers (Analyze)
(2) Creative expression. The student communicates ideas through original artwork 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	SE Location Studio Experience For Your Portfolio TE Location Studio Experience
			167-Ac	For Your Portfolio
(2) Creative expression. The student communicates ideas through original artwork 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 express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media	(i) select from a variety of art media to express intent in drawing	Student Edition 76-77-Ins 79-R Teacher Edition 76-77-Ins 79-As	SE Location Studio Experience (Before you Begin) Chapter Review (Analyze) TE Location Studio Experience Review Answers
(2) Creative expression. The student communicates ideas through original artwork 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 express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media	(ii) select from a variety of art media to express intent 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 artwork 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 express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media	(iii) select from a variety of art media to express intent 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 artwork 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:	(F) select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media	(iv) select from a variety of art media to express intent in sculpture	Student Edition 76-77-Ins 144-145-Ac Teacher Edition 76-77-Ins 147-As	SE Location Studio Experience Studio Experience TE Location Studio Experience Review Answers (Synthesize)

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to express intent in	(v) select from a variety of art media to express intent in ceramics	Student Edition	SE Location
artwork using a variety of media with appropriate skills. The student expresses		(,,	49-Ins	How to
	drawing, painting, printmaking, sculpture, ceramics, fiber art,			
thoughts and ideas creatively while challenging the imagination, fostering	design, digital art and media, photography, jewelry, and mixed		29-Ins	Creating a Model
reflective thinking, and developing disciplined effort and progressive problem-	media		50-51-Ac	Studio Experience (Before You
	media			Begin)
solving skills. The student is expected to:			Teacher Edition	20g/
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			49-Ins	TE Location
			53-As	Internet Connection
				Review Answers
				IVENIEW MISWEIS
(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to express intent in	(vi) select from a variety of art media to express intent in fiber art	Student Edition	SE Location
artwork using a variety of media with appropriate skills. The student expresses	drawing, painting, printmaking, sculpture, ceramics, fiber art,		No Match	No Match
thoughts and ideas creatively while challenging the imagination, fostering	design, digital art and media, photography, jewelry, and mixed		To a stress Tutter or	TE 1 #
reflective thinking, and developing disciplined effort and progressive problem-	media		Teacher Edition	TE Location
			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 express intent in	(vii) select from a variety of art media to express intent in design	Student Edition	SE Location
		(vii) select from a variety of art media to express intent in design		
artwork using a variety of media with appropriate skills. The student expresses	drawing, painting, printmaking, sculpture, ceramics, fiber art,		50-51-Ins	Studio Experience
thoughts and ideas creatively while challenging the imagination, fostering	design, digital art and media, photography, jewelry, and mixed		116-117-Ac	Studio Experience
				·
reflective thinking, and developing disciplined effort and progressive problem-	media		Teacher Edition	TE Location
solving skills. The student is expected to:				
3			147-Ins	Review Answers
			167-As	Review Answers
(2) Creative expression. The student communicates ideas through ariginal	(E) coloct from a variety of art modic and tools to express intent in	(viii) solest from a variety of art modic to express intent in digital	Student Edition	SE Location
(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to express intent in	(viii) select from a variety of art media to express intent in digital	Student Edition	SE Location
artwork using a variety of media with appropriate skills. The student expresses	drawing, painting, printmaking, sculpture, ceramics, fiber art,	art and media	No Match	No Match
thoughts and ideas creatively while challenging the imagination, fostering	design, digital art and media, photography, jewelry, and mixed			
			Teacher Edition	TE Location
reflective thinking, and developing disciplined effort and progressive problem-	media		No Match	No Match
solving skills. The student is expected to:			NO Match	NO Match
·				
(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to express intent in	(ix) select from a variety of art media to express intent in	Student Edition	SE Location
()	1 1 1	1 ' '	147-Ins	For Your Portfolio
artwork using a variety of media with appropriate skills. The student expresses	drawing, painting, printmaking, sculpture, ceramics, fiber art,	photography		
thoughts and ideas creatively while challenging the imagination, fostering	design, digital art and media, photography, jewelry, and mixed		167-Ac	For Your Portfolio
reflective thinking, and developing disciplined effort and progressive problem-	media			
	Illeula		Teacher Edition	TE Location
solving skills. The student is expected to:			147-Ins	For Your Portfolio
			167-Ac	For Your Portfolio
(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to express intent in	(x) select from a variety of art media to express intent in jewelry	Student Edition	SE Location
		(-,,	No Match	No Match
artwork using a variety of media with appropriate skills. The student expresses	drawing, painting, printmaking, sculpture, ceramics, fiber art,		NO Match	NO Materi
thoughts and ideas creatively while challenging the imagination, fostering	design, digital art and media, photography, jewelry, and mixed			
reflective thinking, and developing disciplined effort and progressive problem-	media		Teacher Edition	TE Location
	nieula		No Match	No Match
solving skills. The student is expected to:			To materi	i to materi
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(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to express intent in	(xi) select from a variety of art media to express intent in mixed	Student Edition	SE Location
artwork using a variety of media with appropriate skills. The student expresses	drawing, painting, printmaking, sculpture, ceramics, fiber art,	media	No Match	No Match
		modia		
thoughts and ideas creatively while challenging the imagination, fostering	design, digital art and media, photography, jewelry, and mixed		Teacher Edition	TE Location
reflective thinking, and developing disciplined effort and progressive problem-	media			
solving skills. The student is expected to:			No Match	No Match
CONTING ORING. THE STUDENT IS EXPEDITED TO				1
(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to express intent in	(xii) select from a variety of art tools to express intent in drawing	Student Edition	SE Location
_ ` · · · · · · · · · · · · · · · · · ·	1 1 1	(xii) select from a variety of air tools to express intent in drawing		
artwork using a variety of media with appropriate skills. The student expresses	drawing, painting, printmaking, sculpture, ceramics, fiber art,		No Match	No Match
thoughts and ideas creatively while challenging the imagination, fostering	design, digital art and media, photography, jewelry, and mixed]
	media		Teacher Edition	TE Location
reflective thinking, and developing disciplined effort and progressive problem-	Ilicula		No Match	No Match
solving skills. The student is expected to:			I salara	
(0) 0 (1) 1 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	(5)	7.00 1.00 1.00 1.00 1.00 1.00 1.00 1.00	0. 1 . 5	051 "
(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to express intent in	(xiii) select from a variety of art tools to express intent in painting	Student Edition	SE Location
artwork using a variety of media with appropriate skills. The student expresses	drawing, painting, printmaking, sculpture, ceramics, fiber art,		No Match	No Match
				1
thoughts and ideas creatively while challenging the imagination, fostering	design, digital art and media, photography, jewelry, and mixed		Teacher Edition	TE Location
reflective thinking, and developing disciplined effort and progressive problem-	media			
solving skills. The student is expected to:			No Match	No Match
				<u> </u>
(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to express intent in	(xiv) select from a variety of art tools to express intent in	Student Edition	SE Location
			No Match	No Match
artwork using a variety of media with appropriate skills. The student expresses	drawing, painting, printmaking, sculpture, ceramics, fiber art,	printmaking	NO MAION	i to maton
thoughts and ideas creatively while challenging the imagination, fostering	design, digital art and media, photography, jewelry, and mixed		L	<u></u>
reflective thinking, and developing disciplined effort and progressive problem-	media		Teacher Edition	TE Location
	Ilicula		No Match	No Match
solving skills. The student is expected to:				
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(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to express intent in	(xv) select from a variety of art tools to express intent in sculpture	Student Edition	SE Location
artwork using a variety of media with appropriate skills. The student expresses	drawing, painting, printmaking, sculpture, ceramics, fiber art,		76-77-Ins	Studio Experience
			116-117-Ac	Studio Experience
thoughts and ideas creatively while challenging the imagination, fostering	design, digital art and media, photography, jewelry, and mixed		111-70	Otadio Experience
reflective thinking, and developing disciplined effort and progressive problem-	media		L	L
			Teacher Edition	TE Location
solving skills. The student is expected to:			76-77-Ins	Studio Experience
			116-117-Ac	Studio Experience
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TEVS (Vnowledge and Skille)	Student Expectation	Breakout	Element	Subelement
TEKS (Knowledge and Skills)				
(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to express intent in	(xvi) select from a variety of art tools to express intent in ceramics	Student Edition	SE Location
artwork using a variety of media with appropriate skills. The student expresses	drawing, painting, printmaking, sculpture, ceramics, fiber art,		36-R	Paragraph 2
thoughts and ideas creatively while challenging the imagination, fostering	design, digital art and media, photography, jewelry, and mixed		32-R	Paragraph 4
			Teacher Edition	TE Location
reflective thinking, and developing disciplined effort and progressive problem-	media		35-Ac	Art History
solving skills. The student is expected to:			131-Ins	Design Extension
(0) 0	(5)	(") 1 () 1 () 1 () 1		
(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to express intent in	(xvii) select from a variety of art tools to express intent in fiber art	Student Edition	SE Location
artwork using a variety of media with appropriate skills. The student expresses	drawing, painting, printmaking, sculpture, ceramics, fiber art,		No Match	No Match
thoughts and ideas creatively while challenging the imagination, fostering	design, digital art and media, photography, jewelry, and mixed			
			Teacher Edition	TE Location
reflective thinking, and developing disciplined effort and progressive problem-	media		No Match	No Match
solving skills. The student is expected to:			140 Maton	No Maton
(0) 0	(-)	/ ""	0. 1	051 "
(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to express intent in	(xviii) select from a variety of art tools to express intent in design	Student Edition	SE Location
artwork using a variety of media with appropriate skills. The student expresses	drawing, painting, printmaking, sculpture, ceramics, fiber art,		No Match	No Match
thoughts and ideas creatively while challenging the imagination, fostering	design, digital art and media, photography, jewelry, and mixed			
reflective thinking, and developing disciplined effort and progressive problem-	media		Teacher Edition	TE Location
	Illeula		No Match	No Match
solving skills. The student is expected to:			140 Maton	No Maton
(0) 0 (1) 1 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	(-)		0. 1	051 "
(2) Creative expression. The student communicates ideas through original	(F) select from a variety of art media and tools to express intent in	(xix) select from a variety of art tools to express intent in digital art		SE Location
artwork using a variety of media with appropriate skills. The student expresses	drawing, painting, printmaking, sculpture, ceramics, fiber art,	and media	No Match	No Match
thoughts and ideas creatively while challenging the imagination, fostering	design, digital art and media, photography, jewelry, and mixed			
			Teacher Edition	TE Location
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TEKS (Knowledge and Skills)				FIOGIAITIALIOIT 2013
	Student Expectation	Breakout	Element	Subelement
(3) Historical and cultural relevance. The student demonstrates an understanding	(A) research selected historical periods, artists, general themes,	(v) research selected historical styles of art	Student Edition	SE Location
of art history and culture by analyzing artistic styles, historical periods, and a	trends, and styles of art		13-Ins	For Your Sketchbook
variety of cultures. The student develops global awareness and respect for the			25-Ac	For Your Portfolio
traditions and contributions of diverse cultures. The student is expected to:			Teacher Edition	TE Location
			7-Ins	Interdisciplinary Connection
			8-Ac	Computer Connection
(3) Historical and cultural relevance. The student demonstrates an understanding	(B) distinguish the correlation between specific characteristics and	(i) distinguish the correlation between specific characteristics and	Student Edition	SE Location
of art history and culture by analyzing artistic styles, historical periods, and a	influences of various cultures and contemporary artworks	influences of various cultures and contemporary artworks	8-9-Ins	Paragraphs 1, 2, and 3
	initidences of various cultures and contemporary artworks	initidences of various cultures and contemporary artworks	13-Ac	For Your Sketchbook
variety of cultures. The student develops global awareness and respect for the			15-AC	i di Todi diketchibodik
traditions and contributions of diverse cultures. The student is expected to:				
			Teacher Edition	TE Location
			8-9-Ins	Paragraphs 1, 2, and 3
			13-Ac	For Your Sketchbook
(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
	(C) collaborate on community-based art projects	(i) collaborate on community-based art projects		
of art history and culture by analyzing artistic styles, historical periods, and a			164-165-Ins	Studio Experience
variety of cultures. The student develops global awareness and respect for the			188-189-Ac	Studio Experience
traditions and contributions of diverse cultures. The student is expected to:			156-R	A Student Installation
traditions and contributions of diverse cultures. The student is expected to.			Teacher Edition	TE Location
			164-165-Ins	Studio Experience
			188-189-Ac	Studio Experience
			156-R	
(2) 10 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	(=)			A Student Installation
(3) Historical and cultural relevance. The student demonstrates an understanding	(D) examine, research, and develop a plan of action for career,	(i) examine a plan of action for career art opportunities within a	Student Edition	SE Location
of art history and culture by analyzing artistic styles, historical periods, and a	entrepreneurial, and avocational art opportunities within a global	global economy	52-Ins	Career Profile
variety of cultures. The student develops global awareness and respect for the	economy	° '	167-R	Chapter Review
	economy			
traditions and contributions of diverse cultures. The student is expected to:			Teacher Edition	TE Location
			52-Ins	Career Profile
			167-As	Review Answers
(3) Historical and cultural relevance. The student demonstrates an understanding	(D) examine, research, and develop a plan of action for career,	(ii) examine a plan of action for entrepreneurial art opportunities	Student Edition	SE Location
of art history and culture by analyzing artistic styles, historical periods, and a	entrepreneurial, and avocational art opportunities within a global	within a global economy	190-Ins	Career Profile
variety of cultures. The student develops global awareness and respect for the	economy			
	conomy		Teacher Edition	TE Location
traditions and contributions of diverse cultures. The student is expected to:			190-Ins	Career Profile
			150-1119	Career Frome
(A) I list size lead to the selection of The attributed assessment at the selection of the	(D) consider a second condition to a second for the second		Ohardana Edition	051
(3) Historical and cultural relevance. The student demonstrates an understanding	(D) examine, research, and develop a plan of action for career,	(iii) examine a plan of action for avocational art opportunities within		SE Location
of art history and culture by analyzing artistic styles, historical periods, and a	entrepreneurial, and avocational art opportunities within a global	a global economy	190-lns	Career Profile
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	Comming		Teacher Edition	TE Location
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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: (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: (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 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: (3) Historical and cultural relevance. The student demonstrates an understanding of art history and cultural relevance. The student demonstrates an understanding of art history and cultural relevance. The student demonstrates an understanding of art history and cultural relevance. The student demonstrates an understanding of art history and cultural year.	entrepreneurial, and avocational art opportunities within a global economy (D) examine, research, and develop a plan of action for career, entrepreneurial, and avocational art opportunities within a global economy (D) examine, research, and develop a plan of action for career, entrepreneurial, and avocational art opportunities within a global economy (D) examine, research, and develop a plan of action for career, entrepreneurial, and avocational art opportunities within a global economy (D) examine, research, and develop a plan of action for career, entrepreneurial, and avocational art opportunities within a global	(v) research a plan of action for entrepreneurial art opportunities within a global economy (vi) research a plan of action for avocational art opportunities within a global economy (vii) develop a plan of action for career art opportunities within a global economy (viii) develop a plan of action for entrepreneurial art opportunities	52-Ins 167-R Teacher Edition 52-Ins 167-As Student Edition 190-Ins Teacher Edition 190-Ins Student Edition 52-Ins 166-Ins Student Edition 52-Ins 166-Ins Student Edition 190-Ins Student Edition 190-Ins 186-R Teacher Edition	Career Profile Chapter Review TE Location Career Profile Review Answers SE Location Career Profile TE Location Career Profile SE Location Career Profile TE Location Career Profile TE Location Career Profile TE Location Career Profile SE Location Career Profile SE Location Career Profile SE Location Career Profile Chapter Review (Synthesize) TE Location Career Profile Career Connection SE Location Career Profile Career Connection SE Location Career Profile Career Profile Career Connection SE Location Career Profile Career Profile Career Sculpture Studio ITE Location
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: (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: (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 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: (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	entrepreneurial, and avocational art opportunities within a global economy (D) examine, research, and develop a plan of action for career, entrepreneurial, and avocational art opportunities within a global economy (D) examine, research, and develop a plan of action for career, entrepreneurial, and avocational art opportunities within a global economy (D) examine, research, and develop a plan of action for career, entrepreneurial, and avocational art opportunities within a global economy (D) examine, research, and develop a plan of action for career, entrepreneurial, and avocational art opportunities within a global	(v) research a plan of action for entrepreneurial art opportunities within a global economy (vi) research a plan of action for avocational art opportunities within a global economy (vii) develop a plan of action for career art opportunities within a global economy (viii) develop a plan of action for entrepreneurial art opportunities	52-Ins 167-R Teacher Edition 52-Ins 167-As Student Edition 190-Ins Teacher Edition 190-Ins Student Edition 190-Ins Student Edition 190-Ins Student Edition 190-Ins Teacher Edition 190-Ins Student Edition 52-Ins 167-R Teacher Edition 52-Ins 166-Ins Student Edition 190-Ins 180-Ins 180-Ins	Career Profile Chapter Review TE Location Career Profile Review Answers SE Location Career Profile TE Location Career Profile SE Location Career Profile TE Location Career Profile TE Location Career Profile TE Location Career Profile TE Location Career Profile SE Location Career Profile Chapter Review (Synthesize) TE Location Career Profile Career Connection SE Location Career Profile Career Seulpture Studio

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(3) Historical and cultural relevance. The student demonstrates an understanding	(D) examine, research, and develop a plan of action for career,		Student Edition	SE Location
· ',		()		
of art history and culture by analyzing artistic styles, historical periods, and a	entrepreneurial, and avocational art opportunities within a global	a global economy	190-Ins	Career Profile
variety of cultures. The student develops global awareness and respect for the	economy		186-R	Career: Sculpture Studio
traditions and contributions of diverse cultures. The student is expected to:	•		Teacher Edition	TE Location
			190-Ins	Career Profile
			187-Ins	Interdisciplinary Connection
(4) Critical evaluation and response. The student responds to and analyzes the	(A) interpret, evaluate, and justify artistic decisions in artwork such	(i) interpret artistic decisions in artwork based on evaluation of	Student Edition	SE Location
		**	191-Ins	For your Portfolio
artworks of self and others, contributing to the development of the lifelong skills	as that in museums, local galleries, art exhibits, and websites	developmental progress	147-Ac	Writing About Art
of making informed judgments and reasoned evaluations. The student is	based on evaluation of developmental progress, competency in		147-AC	Willing About Art
expected to:	problem solving, and a variety of visual ideas			
			Teacher Edition	TE Location
			101-Ins	Review Answers (Evaluate)
			191-As	Review Answers (Analyze)
(4) Critical evaluation and response. The student responds to and analyzes the	(A) interpret, evaluate, and justify artistic decisions in artwork such	(ii) interpret artistic decisions in artwork based on evaluation of	Student Edition	SE Location
artworks of self and others, contributing to the development of the lifelong skills	as that in museums, local galleries, art exhibits, and websites	competency in problem solving	79-Ins	Chapter Review (Recall/Synthesize)
		competency in problem solving		Writing About Art
of making informed judgments and reasoned evaluations. The student is	based on evaluation of developmental progress, competency in		101-Ac	Writing About Art
expected to:	problem solving, and a variety of visual ideas		Teacher Edition	TE Location
			79-Ins	Review Answers (Recall/Synthesize)
			191-Ac	Review Answers (understand)
(4) Critical evaluation and response. The student responds to and analyzes the	(A) interpret, evaluate, and justify artistic decisions in artwork such	(iii) interpret artistic decisions in artwork based on evaluation of a	Student Edition	SE Location
artworks of self and others, contributing to the development of the lifelong skills	as that in museums, local galleries, art exhibits, and websites	variety of visual ideas	25-Ins	Chapter Review (recall)
of making informed judgments and reasoned evaluations. The student is	based on evaluation of developmental progress, competency in	Tarroty of Tiodal labab	191-R	Chapter Review (analyze)
				(=,==)
expected to:	problem solving, and a variety of visual ideas		Teacher Edition	TE Location
			25-Ins	Review Answers (synthesize)
			191-As	Deview Answers (synthesize)
			191-AS	Review Answers (analyze)
(4) Critical evaluation and response. The student responds to and analyzes the	(A) interpret, evaluate, and justify artistic decisions in artwork such	(iv) evaluate artistic decisions in artwork based on evaluation of	Student Edition	SE Location
artworks of self and others, contributing to the development of the lifelong skills	as that in museums, local galleries, art exhibits, and websites	developmental progress	119-Ins	Writing About Art
of making informed judgments and reasoned evaluations. The student is	based on evaluation of developmental progress, competency in		167-R	For Your Portfolio
expected to:	problem solving, and a variety of visual ideas			
expected to.	problem solving, and a variety of visual ideas		Teacher Edition	TE Location
			167-Ins	Review Answers (apply)
			191-As	Review Answers (apply)
			101-703	rteview Ariswers (apply)
(4) Critical evaluation and response. The student responds to and applying the	(A) interpret avaluate and instituential desirions in artifical avaluation	(v) evelvate autistic decicione in autorale based an evaluation of	Student Edition	SE Location
(4) Critical evaluation and response. The student responds to and analyzes the	(A) interpret, evaluate, and justify artistic decisions in artwork such	(v) evaluate artistic decisions in artwork based on evaluation of		Chapter Review
artworks of self and others, contributing to the development of the lifelong skills	as that in museums, local galleries, art exhibits, and websites	competency in problem solving	53-Ins	
of making informed judgments and reasoned evaluations. The student is	based on evaluation of developmental progress, competency in		79-R	Chapter Review
expected to:	problem solving, and a variety of visual ideas			
	y		Teacher Edition	TE Location
			53-Ins	Review Answers
			79-As	Review Answers
(4) Critical evaluation and response. The student responds to and analyzes the	(A) interpret, evaluate, and justify artistic decisions in artwork such	(vi) evaluate artistic decisions in artwork based on evaluation of a	Student Edition	SE Location
artworks of self and others, contributing to the development of the lifelong skills	as that in museums, local galleries, art exhibits, and websites	variety of visual ideas	119-Ins	Chapter Review (analyze)
		varioty or vioual lubas	147-R	Chapter Review (analyze)
of making informed judgments and reasoned evaluations. The student is	based on evaluation of developmental progress, competency in		l,	onapion noview (apply/analyze)
expected to:	problem solving, and a variety of visual ideas		Teacher Edition	TE Location
			119-Ins	Review Answers (analyze)
			147-As	Review Answers (apply/analyze)
(4) Critical evaluation and response. The student responds to and analyzes the	(A) interpret, evaluate, and justify artistic decisions in artwork such	(vii) justify artistic decisions in artwork based on evaluation of	Student Edition	SE Location
artworks of self and others, contributing to the development of the lifelong skills	as that in museums, local galleries, art exhibits, and websites	developmental progress	53-Ins	Chapter Review
of making informed judgments and reasoned evaluations. The student is	based on evaluation of developmental progress, competency in		79-R	Chapter Review
expected to:	problem solving, and a variety of visual ideas			
expected to:	problem solving, and a variety of visual ideas		Teacher Edition	TE Location
			53-Ins	Review Answers
			79-As	Review Answers
			[· - · · · -	
(4) Critical evaluation and response. The student responds to and analyzes the	(A) interpret, evaluate, and justify artistic decisions in artwork such	(viii) justify artistic decisions in artwork based on evaluation of	Student Edition	SE Location
artworks of self and others, contributing to the development of the lifelong skills	as that in museums, local galleries, art exhibits, and websites	competency in problem solving	53-Ins	Chapter Review
		competency in problem solving	79-R	Chapter Review
of making informed judgments and reasoned evaluations. The student is	based on evaluation of developmental progress, competency in		10-13	Onapiei Neview
expected to:	problem solving, and a variety of visual ideas		Toocher Edition	TE Location
			Teacher Edition	TE Location
			53-Ins	Review Answers
			79-As	Review Answers

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts	§117.304. Art, Level III (One	Credity, Adopted 2013.		Proclamation 2015
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(4) Critical evaluation and response. The student responds to and analyzes the	(A) interpret, evaluate, and justify artistic decisions in artwork such	(ix) justify artistic decisions in artwork based on evaluation of a	Student Edition	SE Location
artworks of self and others, contributing to the development of the lifelong skills	as that in museums, local galleries, art exhibits, and websites	variety of visual ideas	101-Ins	Writing About Art
		variety of visual ideas	119-R	
of making informed judgments and reasoned evaluations. The student is	based on evaluation of developmental progress, competency in		119-R	Writing About Art
expected to:	problem solving, and a variety of visual ideas		l	
expected to.	problem solving, and a variety of visual ideas		Teacher Edition	TE Location
			101-Ins	Writing About Art
			119-As	Review Answers (evaluation)
				, , ,
(4) Critical evaluation and response. The student responds to and analyzes the	(B) evaluate and analyze artwork using a method of critique such	(i) evaluate artwork using a method of critique	Student Edition	SE Location
artworks of self and others, contributing to the development of the lifelong skills	as describing the artwork, analyzing the way it is organized,		147-Ins	Writing About Art
			191-R	Writing About Art
of making informed judgments and reasoned evaluations. The student is	interpreting the artist's intention, and evaluating the success of the		10110	vinting / tboat / tit
expected to:	artwork			
			Teacher Edition	TE Location
			119-Ins	Writing About Art
			191-As	Writing About Art
			131-743	Willing About Art
(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	SE Location
		(ii) analyze artwork doing a motilod of onlique		Chapter Review (evaluation)
artworks of self and others, contributing to the development of the lifelong skills	as describing the artwork, analyzing the way it is organized,		25-Ins	
of making informed judgments and reasoned evaluations. The student is	interpreting the artist's intention, and evaluating the success of the		53-R	Writing About Art
, ,				
expected to:	artwork		Teacher Edition	TE Location
			25-Ins	Review Answers (evaluation)
			53-As	Review Answers (evaluation)
			00.10	, tiloworo (ovaldation)
(4) Critical evaluation and response. The student responds to and analyzes the	(C) analyze personal artwork in order to create a written response	(i) analyze personal artworks in order to create a written response	Student Edition	SE Location
artworks of self and others, contributing to the development of the lifelong skills	such as an artist's statement reflecting intent, inspiration, the	reflecting intent	53-Ins	For Your Portfolio
	•	renecting intent	101-Ac	
of making informed judgments and reasoned evaluations. The student is	elements of art and principles of design within the artwork, and		101-Ac	For Your Portfolio
expected to:	measure of uniqueness			
expected to:	measure of uniqueness		Teacher Edition	TE Location
			53-Ins	For Your Portfolio
			101-Ac	For Your Portfolio
	(4)	40 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
(4) Critical evaluation and response. The student responds to and analyzes the	(C) analyze personal artwork in order to create a written response	(ii) analyze personal artworks in order to create a written response	Student Edition	SE Location
artworks of self and others, contributing to the development of the lifelong skills	such as an artist's statement reflecting intent, inspiration, the	reflecting inspiration	101-Ins	For Your Portfolio
		renecting inspiration	191-Ac	For Your Portfolio
of making informed judgments and reasoned evaluations. The student is	elements of art and principles of design within the artwork, and		191-AC	FOI TOUI POILIOIIO
expected to:	measure of uniqueness			
expected to.	modelic of uniqueness		Teacher Edition	TE Location
			101-Ins	For Your Portfolio
			191-Ac	For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the	(C) analyze personal artwork in order to create a written response	(iii) analyze personal artworks in order to create a written response	Student Edition	SE Location
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artworks of self and others, contributing to the development of the lifelong skills	such as an artist's statement reflecting intent, inspiration, the	reflecting the elements of art and principles of design within the	53-Ins	Chapter Review (analyze)
of making informed judgments and reasoned evaluations. The student is		artwork	147-Ac	For Your Portfolio
of making informed judgments and reasoned evaluations. The student is	elements of art and principles of design within the artwork, and	artwork	Teacher Edition	TE Location
expected to:	measure of uniqueness			
' "			53-Ins	Review Answers (analyze)
			147-Ac	Review Answers (analyze)
(4) Critical avaluation and response. The student responds to and another than	(C) analysis narrounal automate in audau to avanta a continuous	(iv) analysis name and astrophysics and astrophysics are stated as with a second		
(4) Critical evaluation and response. The student responds to and analyzes the	(C) analyze personal artwork in order to create a written response	(iv) analyze personal artworks in order to create a written response		SE Location
artworks of self and others, contributing to the development of the lifelong skills	such as an artist's statement reflecting intent, inspiration, the	reflecting measure of uniqueness	53-Ins	For Your Portfolio
			101-Ac	For Your Portfolio
of making informed judgments and reasoned evaluations. The student is	elements of art and principles of design within the artwork, and		1	
expected to:	measure of uniqueness		L	L l
' "			Teacher Edition	TE Location
			53-Ins	For Your Portfolio
			101-Ac	For Your Portfolio
			TO 1-AC	I OI TOUI FOILIOIIO
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(4) Critical evaluation and response. The student responds to and analyzes the	(D) use responses to artwork critiques to make decisions about	(i) use responses to artwork critiques to make decisions about	Student Edition	SE Location
artworks of self and others, contributing to the development of the lifelong skills	future directions in personal work	future directions in personal work	53-Ins	For Your Portfolio
of making informed judgments and reasoned evaluations. The student is			101-Ac	For Your Portfolio
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expected to:			Tanahar Edition	TE Leastion
			Teacher Edition	TE Location
			53-Ins	For Your Portfolio
			101-Ac	For Your Portfolio
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(4) Critical evaluation and response. The student responds to and analyzes the	(E) construct a physical or electronic portfolio by evaluating and	(i) construct a physical or electronic portfolio by evaluating	Student Edition	SE Location
				For Your Portfolio
artworks of self and others, contributing to the development of the lifelong skills	analyzing personal original artwork to provide evidence of learning	personal original artwork to provide evidence of learning	25-Ins	
of making informed judgments and reasoned evaluations. The student is			191-Ac	For Your Portfolio
			l	
expected to:			Teacher Edition	TE Location
			25-Ins	For Your Portfolio
			191-Ac	For Your Portfolio
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Chapter 117. Texas Essential Knowledge and Skills for Fine Arts	§117.304. AIL, Level III (Offe	ordat/j, rad blod 2010.		FIOGIAIIIAUOII 2013
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(4) Critical evaluation and response. The student responds to and analyzes the	(E) construct a physical or electronic portfolio by evaluating and	(ii) construct a physical or electronic portfolio by analyzing persona	Student Edition	SE Location
artworks of self and others, contributing to the development of the lifelong skills	analyzing personal original artwork to provide evidence of learning	original artwork to provide evidence of learning	25-Ins	For Your Portfolio
*	analyzing personal original artwork to provide evidence or learning	original artwork to provide evidence or rearring	191-Ac	For Your Portfolio
of making informed judgments and reasoned evaluations. The student is			191-AC	FOI TOUI FOILIOIIO
expected to:				
expected to:			Teacher Edition	TE Location
			25-Ins	For Your Portfolio
			191-Ac	For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the	(F) select and analyze original artwork, portfolios, and exhibitions	(i) select original artwork to demonstrate innovation	Student Edition	SE Location
artworks of self and others, contributing to the development of the lifelong skills	to demonstrate innovation and provide examples of in-depth		23-Ins	Sketchbook Connection
	·			
of making informed judgments and reasoned evaluations. The student is	exploration of qualities such as aesthetics; formal, historical, and		145-Ac	Check It
7 7				
expected to:	cultural contexts; intentions; and meanings		Teacher Edition	TE Location
			23-Ins	Sketchbook Connection
			145-Ac	Check It
	/=> 1 · · · · · · · · · · · · · · · · · ·	40 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	a =	
(4) Critical evaluation and response. The student responds to and analyzes the	(F) select and analyze original artwork, portfolios, and exhibitions	(ii) select original artwork to provide examples of in-depth	Student Edition	SE Location
artworks of self and others, contributing to the development of the lifelong skills	to demonstrate innovation and provide examples of in-depth	exploration of qualities	51-Ins	Check It
*		exploration of qualities	77-Ac	Check It
of making informed judgments and reasoned evaluations. The student is	exploration of qualities such as aesthetics; formal, historical, and		11-AC	CHECKIL
expected to:	cultural contexts; intentions; and meanings			
expected to:	cultural contexts, intentions, and meanings		Teacher Edition	TE Location
			51-Ins	Check It
			77-Ac	Check It
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(4) Critical evaluation and response. The student responds to and analyzes the	(F) select and analyze original artwork, portfolios, and exhibitions	(iii) select original portfolios to demonstrate innovation	Student Edition	SE Location
artworks of self and others, contributing to the development of the lifelong skills	to demonstrate innovation and provide examples of in-depth		No Match	No Match
*	·		i to maton	To materi
of making informed judgments and reasoned evaluations. The student is	exploration of qualities such as aesthetics; formal, historical, and			
expected to:	cultural contexts; intentions; and meanings		Teacher Edition	TE Location
expected to:	cultural contexts, intentions, and meanings		No Match	No Match
			140 Matori	140 Maton
(4) Critical evaluation and response. The student responds to and analyzes the	(F) select and analyze original artwork, portfolios, and exhibitions	(iv) select original portfolios to provide examples of in-depth	Student Edition	SE Location
•	, ,	1 ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '	No Match	No Match
artworks of self and others, contributing to the development of the lifelong skills	to demonstrate innovation and provide examples of in-depth	exploration of qualities	INO IVIAICH	NO Match
of making informed judgments and reasoned evaluations. The student is	exploration of qualities such as aesthetics; formal, historical, and			
* * *			Teacher Edition	TE Location
expected to:	cultural contexts; intentions; and meanings			
			No Match	No Match
(4) Critical evaluation and response. The student responds to and analyzes the	(F) select and analyze original artwork, portfolios, and exhibitions	(v) select original exhibitions to demonstrate innovation	Student Edition	SE Location
		(v) select original exhibitions to demonstrate innovation		
artworks of self and others, contributing to the development of the lifelong skills	to demonstrate innovation and provide examples of in-depth		188-189-Ins	Studio Experience
	i i i i i i i i i i i i i i i i i i i		156-Ac	A Student Installation
of making informed judgments and reasoned evaluations. The student is	exploration of qualities such as aesthetics; formal, historical, and			
expected to:	cultural contexts; intentions; and meanings		Teacher Edition	TE Location
osposida te.	canarar comono, intermento, and meaninge		188-189-Ins	Studio Experience
			157-Ac	Art History
(4) Critical evaluation and response. The student responds to and analyzes the	(F) select and analyze original artwork, portfolios, and exhibitions	(vi) select original exhibitions to provide examples of in-depth	Student Edition	SE Location
artworks of self and others, contributing to the development of the lifelong skills	to demonstrate innovation and provide examples of in-depth	exploration of qualities	188-189-Ins	Studio Experience
	·	exploration of qualities	150-Ac	Installation Art
of making informed judgments and reasoned evaluations. The student is	exploration of qualities such as aesthetics; formal, historical, and			
expected to:	cultural contexts; intentions; and meanings		Teacher Edition	TE Location
expected to.	Cultural Contexts, intentions, and meanings		188-189-Ins	Studio Experience
			150-Ac	Installation Art
(4) Critical evaluation and response. The student responds to and analyzes the	(F) select and analyze original artwork, portfolios, and exhibitions	(vii) analyze original artwork to demonstrate innovation	Student Edition	SE Location
			25-Ins	Chapter Review
artworks of self and others, contributing to the development of the lifelong skills	to demonstrate innovation and provide examples of in-depth			
of making informed judgments and reasoned evaluations. The student is	exploration of qualities such as aesthetics; formal, historical, and		53-R	Chapter Review
* * *			Ĭ	1
expected to:	cultural contexts; intentions; and meanings		Teacher Edition	TE Location
			11-lns	Aesthetics
			91-Ac	Design Extension
			Ĭ	*
(4) Critical evaluation and response The student councils to said at	(F) select and engine original activities and the 1979	(viii) analysis anishad anticode to consider consider of the 1-11	Children Edition	CF Leasting
(4) Critical evaluation and response. The student responds to and analyzes the	(F) select and analyze original artwork, portfolios, and exhibitions	(viii) analyze original artwork to provide examples of in-depth	Student Edition	SE Location
artworks of self and others, contributing to the development of the lifelong skills	to demonstrate innovation and provide examples of in-depth	exploration of qualities	53-Ins	Chapter Review
			79-R	Chapter Review
of making informed judgments and reasoned evaluations. The student is	exploration of qualities such as aesthetics; formal, historical, and		1011	Onapioi Neview
expected to:	cultural contexts; intentions; and meanings		Ĭ	1
	Table 11		Teacher Edition	TE Location
			53-Ins	Review Answers
			79-As	Review Answers
(A) Critical avaluation and response. The student responds to and southern the	(E) coloct and analyze original artifety montfelies and subtititions	(ix) analyze original portfolios to demonstrate innovation	Student Edition	CE Location
(4) Critical evaluation and response. The student responds to and analyzes the	(F) select and analyze original artwork, portfolios, and exhibitions	(IX) analyze original portiolos to demonstrate innovation		SE Location
artworks of self and others, contributing to the development of the lifelong skills	to demonstrate innovation and provide examples of in-depth		No Match	No Match
			1	1
of making informed judgments and reasoned evaluations. The student is	exploration of qualities such as aesthetics; formal, historical, and		To a strain Eastern	TE Landing
expected to:	cultural contexts; intentions; and meanings		Teacher Edition	TE Location
onpositor to.	Sanara Somono, intomiono, and meanings		No Match	No Match
			1	·
			 	<u> </u>
(4) Critical evaluation and response. The student responds to and analyzes the	(F) select and analyze original artwork, portfolios, and exhibitions	(x) analyze original portfolios to provide examples of in-depth	Student Edition	SE Location
	, ,	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	No Match	No Match
artworks of self and others, contributing to the development of the lifelong skills	to demonstrate innovation and provide examples of in-depth	exploration of qualities		. toaton
of making informed judgments and reasoned evaluations. The student is	exploration of qualities such as aesthetics; formal, historical, and		Ĭ	1
	·		Teacher Edition	TE Location
expected to:	cultural contexts; intentions; and meanings		No Match	No Match
			NO MAION	No maton
			<u> </u>	<u> </u>

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts	§117.304. Art, Level III (One Credit), Adopted 2013.	Proclamation 2015

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(4) Critical evaluation and response. The student responds to and analyzes the	(F) select and analyze original artwork, portfolios, and exhibitions	(xi) analyze original exhibitions to demonstrate innovation	Student Edition	SE Location
artworks of self and others, contributing to the development of the lifelong skills	to demonstrate innovation and provide examples of in-depth		188-189-Ins	Studio Experience
of making informed judgments and reasoned evaluations. The student is	exploration of qualities such as aesthetics; formal, historical, and		Teacher Edition	TE Location
expected to:	cultural contexts; intentions; and meanings			Studio Experience
(4) Critical evaluation and response. The student responds to and analyzes the	(F) select and analyze original artwork, portfolios, and exhibitions	()	Student Edition 188-189-Ins	SE Location Studio Experience
artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is	to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and	exploration of qualities	100-109-108	Studio Experience
expected to:	cultural contexts; intentions; and meanings		Teacher Edition	TE Location
expected to.	cultural contexts, intentions, and meanings		188-189-Ins	Studio Experience

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 Breakout Instrument
 Updated: 10/30/2013