

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

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
<b>(a) General requirements.</b> 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 prerequisites for AP Art History and all IB courses. One credit in an Art, Level II course is a recommended prerequisite for AP Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, and 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.				
<b>(b) Introduction.</b>				
(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.				
<b>(c) Knowledge and Skills.</b>				
(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:	(A) analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively	(i) analyze visual characteristics of sources to illustrate concepts	<u>Student Edition</u> 22-23-Ins 119-Ac  <u>Teacher Edition</u> 4-Ins 9-Ac	<u>SE Location</u> Studio Experience Writing About Art  <u>TE Location</u> Aesthetics 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 artwork. The student is expected to:	(A) analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively	(ii) analyze visual characteristics of sources to demonstrate flexibility in solving problems	<u>Student Edition</u> 53-Ins 147-Ins  <u>Teacher Edition</u> 53-Ins 147-Ins	<u>SE Location</u> Chapter Review (recall) Chapter Review (evaluate)  <u>TE Location</u> Review Answers 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 what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:	(A) analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively	(iii) analyze visual characteristics of sources to create multiple solutions	<u>Student Edition</u> 76-77-Ins 79-R  <u>Teacher Edition</u> 79-Ins 83-Ac	<u>SE Location</u> Studio Experience Chapter Review  <u>TE Location</u> Review Answers 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 artwork. The student is expected to:	(A) analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively	(iv) analyze visual characteristics of sources to think imaginatively	<u>Student Edition</u> 144-145-Ins 147-R  <u>Teacher Edition</u> 147-Ins 151-Ac	<u>SE Location</u> Studio Experience Chapter Review  <u>TE Location</u> Review Answers 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 artwork. The student is expected to:	(B) compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork	(i) compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork	<u>Student Edition</u> 53-Ins 167-Ac  <u>Teacher Edition</u> 11-Ins 20-Ac	<u>SE Location</u> Writing About Art Writing About Art  <u>TE Location</u> 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 what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:	(C) compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork	(i) compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork	<u>Student Edition</u> 79-Ins 145-Ac  <u>Teacher Edition</u> 17-Ins 79-R	<u>SE Location</u> Chapter Review Sketchbook Connection  <u>TE Location</u> Aesthetics Chapter Review
(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	(i) explore the suitability of art media	<u>Student Edition</u> 79-Ins 79-Ac  <u>Teacher Edition</u> 79-Ins 101-As	<u>SE Location</u> Chapter Review Writing About Art  <u>TE Location</u> Review Answers Review Answers

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	<u>Student Edition</u> 119-Ins 145-Ac  <u>Teacher Edition</u> 119-Ins 147-As	<u>SE Location</u> Chapter Review (recall) Sketchbook Connection  <u>TE Location</u> 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	<u>Student Edition</u> 53-Ins 79-Ac  <u>Teacher Edition</u> 53-Ins 147-As	<u>SE Location</u> Chapter Review For Your Portfolio  <u>TE Location</u> 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	<u>Student Edition</u> 145-Ins 147-Ac  <u>Teacher Edition</u> 145-Ins 147-As	<u>SE Location</u> Sketchbook Connection Chapter Review  <u>TE Location</u> 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	<u>Student Edition</u> 147-Ins 167-R  <u>Teacher Edition</u> 147-Ins 167-As	<u>SE Location</u> Chapter Review Chapter Review  <u>TE Location</u> 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	<u>Student Edition</u> 50-51-Ins 76-77-Ac  <u>Teacher Edition</u> 79-Ins 86-Ac	<u>SE Location</u> Studio Experience Studio Experience  <u>TE Location</u> 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	<u>Student Edition</u> 116-117-Ins 144-145-Ac  <u>Teacher Edition</u> 128-Ins 138-Ac	<u>SE Location</u> Studio Experience Studio Experience  <u>TE Location</u> 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	<u>Student Edition</u> 22-23-Ins 76-77-Ac  <u>Teacher Edition</u> 128-Ins 138-Ac	<u>SE Location</u> Studio Experience Studio Experience  <u>TE Location</u> 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	<u>Student Edition</u> 101-Ins 145-Ac  <u>Teacher Edition</u> 128-Ins 135-Ac	<u>SE Location</u> For Your Portfolio Chapter Review Evaluate Sketchbook Connection  <u>TE Location</u> 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	<u>Student Edition</u> 119-Ins 132-R <u>Teacher Edition</u> 119-Ins 138-Ac	<u>SE Location</u> Writing About Art Techniques <u>TE Location</u> Writing About Art Design Extension

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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	(iv) develop multiple solutions for clarifying presentations in order to make successful design decisions	<u>Student Edition</u> 164-165-Ins 188-189-Ac  <u>Teacher Edition</u> 167-Ins 191-As	<u>SE Location</u> Studio Experience Studio Experience  <u>TE Location</u> 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:	(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	(v) develop multiple solutions for evaluating consumer choices in order to make successful design decisions	<u>Student Edition</u> 186-187-R 189-Ac  <u>Teacher Edition</u> 181-Ins 187-Ac	<u>SE Location</u> Career/Sculpture as Business Sketchbook Connection  <u>TE Location</u> 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-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	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> 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:	(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	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> 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:	(D) create original artwork to communicate thoughts, feelings, ideas, or impressions	(i) create original artwork to communicate thoughts, feelings, ideas, or impressions	<u>Student Edition</u> 22-23-Ins 50-51-ac  <u>Teacher Edition</u> 53-Ins 147-As	<u>SE Location</u> Studio Experience Studio Experience  <u>TE Location</u> 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	<u>Student Edition</u> 164-165-Ins 167-Ac  <u>Teacher Edition</u> 164-165-Ins 167-Ac	<u>SE Location</u> Studio Experience For Your Portfolio  <u>TE Location</u> Studio Experience 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	<u>Student Edition</u> 76-77-Ins 79-R  <u>Teacher Edition</u> 76-77-Ins 79-As	<u>SE Location</u> Studio Experience (Before you Begin) Chapter Review (Analyze)  <u>TE Location</u> 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	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> 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	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> 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	(iv) select from a variety of art media to express intent in sculpture	<u>Student Edition</u> 76-77-Ins 144-145-Ac  <u>Teacher Edition</u> 76-77-Ins 147-As	<u>SE Location</u> Studio Experience Studio Experience  <u>TE Location</u> Studio Experience Review Answers (Synthesize)

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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	(v) select from a variety of art media to express intent in ceramics	<u>Student Edition</u> 49-Ins 29-Ins 50-51-Ac  <u>Teacher Edition</u> 49-Ins 53-As	<u>SE Location</u> How to... Creating a Model Studio Experience (Before You Begin)  <u>TE Location</u> Internet 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:	(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	(vi) select from a variety of art media to express intent in fiber art	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> 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	(vii) select from a variety of art media to express intent in design	<u>Student Edition</u> 50-51-Ins 116-117-Ac  <u>Teacher Edition</u> 147-Ins 167-As	<u>SE Location</u> Studio Experience Studio Experience  <u>TE Location</u> 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:	(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	(viii) select from a variety of art media to express intent in digital art and media	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> 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	(ix) select from a variety of art media to express intent in photography	<u>Student Edition</u> 147-Ins 167-Ac  <u>Teacher Edition</u> 147-Ins 167-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio  <u>TE Location</u> For Your Portfolio 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	(x) select from a variety of art media to express intent in jewelry	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> 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	(xi) select from a variety of art media to express intent in mixed media	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> 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	(xii) select from a variety of art tools to express intent in drawing	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> 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	(xiii) select from a variety of art tools to express intent in painting	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> 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	(xiv) select from a variety of art tools to express intent in printmaking	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> 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	(xv) select from a variety of art tools to express intent in sculpture	<u>Student Edition</u> 76-77-Ins 116-117-Ac  <u>Teacher Edition</u> 76-77-Ins 116-117-Ac	<u>SE Location</u> Studio Experience Studio Experience  <u>TE Location</u> Studio Experience Studio Experience

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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	(xvi) select from a variety of art tools to express intent in ceramics	<u>Student Edition</u> 36-R 32-R <u>Teacher Edition</u> 35-Ac 131-Ins	<u>SE Location</u> Paragraph 2 Paragraph 4 <u>TE Location</u> Art History 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:	(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	(xvii) select from a variety of art tools to express intent in fiber art	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> 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	(xviii) select from a variety of art tools to express intent in design	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> 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	(xix) select from a variety of art tools to express intent in digital art and media	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> 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	(xx) select from a variety of art tools to express intent in photography	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> 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	(xxi) select from a variety of art tools to express intent in jewelry	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> 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	(xxii) select from a variety of art tools to express intent in mixed media	<u>Student Edition</u> 142-143-R 122-R <u>Teacher Edition</u> 147-Ac 123-Ins	<u>SE Location</u> Assemblage New Materials, New Processes <u>TE Location</u> Review Answers (Evaluate) Internet Connection
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(A) research selected historical periods, artists, general themes, trends, and styles of art	(i) research selected historical periods of art	<u>Student Edition</u> 6-7-Ins 13-Ac <u>Teacher Edition</u> 7-Ins 8-Ac	<u>SE Location</u> Art History For Your Sketchbook <u>TE Location</u> Interdisciplinary Connection Computer Connection
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(A) research selected historical periods, artists, general themes, trends, and styles of art	(ii) research selected historical artists	<u>Student Edition</u> 25-Ins 31-Ac <u>Teacher Edition</u> 25-Ins 43-Ac	<u>SE Location</u> Chapter Review (Synthesize) Art History <u>TE Location</u> Review Answers (Synthesize) Computer Connection
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(A) research selected historical periods, artists, general themes, trends, and styles of art	(iii) research selected historical general themes of art	<u>Student Edition</u> 101-Ins 111-Ac <u>Teacher Edition</u> 7-Ins 8-Ac	<u>SE Location</u> Writing About Art Art History <u>TE Location</u> Interdisciplinary Connection Computer Connection
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(A) research selected historical periods, artists, general themes, trends, and styles of art	(iv) research selected historical trends of art	<u>Student Edition</u> 101-Ins 111-Ac <u>Teacher Edition</u> 93-Ins 156-Ac	<u>SE Location</u> Writing About Art Art History <u>TE Location</u> Inquiry Inquiry

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(A) research selected historical periods, artists, general themes, trends, and styles of art	(v) research selected historical styles of art	<u>Student Edition</u> 13-Ins 25-Ac  <u>Teacher Edition</u> 7-Ins 8-Ac	<u>SE Location</u> For Your Sketchbook For Your Portfolio  <u>TE Location</u> Interdisciplinary Connection Computer Connection
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(B) distinguish the correlation between specific characteristics and influences of various cultures and contemporary artworks	(i) distinguish the correlation between specific characteristics and influences of various cultures and contemporary artworks	<u>Student Edition</u> 8-9-Ins 13-Ac  <u>Teacher Edition</u> 8-9-Ins 13-Ac	<u>SE Location</u> Paragraphs 1, 2, and 3 For Your Sketchbook  <u>TE Location</u> Paragraphs 1, 2, and 3 For Your Sketchbook
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(C) collaborate on community-based art projects	(i) collaborate on community-based art projects	<u>Student Edition</u> 164-165-Ins 188-189-Ac 156-R <u>Teacher Edition</u> 164-165-Ins 188-189-Ac 156-R	<u>SE Location</u> Studio Experience Studio Experience A Student Installation <u>TE Location</u> Studio Experience Studio Experience A Student Installation
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine, research, and develop a plan of action for career, entrepreneurial, and avocational art opportunities within a global economy	(i) examine a plan of action for career art opportunities within a global economy	<u>Student Edition</u> 52-Ins 167-R  <u>Teacher Edition</u> 52-Ins 167-As	<u>SE Location</u> Career Profile Chapter Review  <u>TE Location</u> Career Profile Review Answers
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine, research, and develop a plan of action for career, entrepreneurial, and avocational art opportunities within a global economy	(ii) examine a plan of action for entrepreneurial art opportunities within a global economy	<u>Student Edition</u> 190-Ins  <u>Teacher Edition</u> 190-Ins	<u>SE Location</u> Career Profile  <u>TE Location</u> Career Profile
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine, research, and develop a plan of action for career, entrepreneurial, and avocational art opportunities within a global economy	(iii) examine a plan of action for avocational art opportunities within a global economy	<u>Student Edition</u> 190-Ins  <u>Teacher Edition</u> 190-Ins	<u>SE Location</u> Career Profile  <u>TE Location</u> Career Profile
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine, research, and develop a plan of action for career, entrepreneurial, and avocational art opportunities within a global economy	(iv) research a plan of action for career art opportunities within a global economy	<u>Student Edition</u> 52-Ins 167-R  <u>Teacher Edition</u> 52-Ins 167-As	<u>SE Location</u> Career Profile Chapter Review  <u>TE Location</u> Career Profile Review Answers
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine, research, and develop a plan of action for career, entrepreneurial, and avocational art opportunities within a global economy	(v) research a plan of action for entrepreneurial art opportunities within a global economy	<u>Student Edition</u> 190-Ins  <u>Teacher Edition</u> 190-Ins	<u>SE Location</u> Career Profile  <u>TE Location</u> Career Profile
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine, research, and develop a plan of action for career, entrepreneurial, and avocational art opportunities within a global economy	(vi) research a plan of action for avocational art opportunities within a global economy	<u>Student Edition</u> 190-Ins  <u>Teacher Edition</u> 190-Ins	<u>SE Location</u> Career Profile  <u>TE Location</u> Career Profile
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine, research, and develop a plan of action for career, entrepreneurial, and avocational art opportunities within a global economy	(vii) develop a plan of action for career art opportunities within a global economy	<u>Student Edition</u> 52-Ins 167-R  <u>Teacher Edition</u> 52-Ins 166-Ins	<u>SE Location</u> Career Profile Chapter Review (Synthesize)  <u>TE Location</u> Career Profile Career Connection
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine, research, and develop a plan of action for career, entrepreneurial, and avocational art opportunities within a global economy	(viii) develop a plan of action for entrepreneurial art opportunities within a global economy	<u>Student Edition</u> 190-Ins 186-R <u>Teacher Edition</u> 190-Ins 187-Ins	<u>SE Location</u> Career Profile Career: Sculpture Studio <u>TE Location</u> Career Profile Interdisciplinary Connection

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine, research, and develop a plan of action for career, entrepreneurial, and avocational art opportunities within a global economy	(ix) develop a plan of action for avocational art opportunities within a global economy	<u>Student Edition</u> 190-Ins 186-R <u>Teacher Edition</u> 190-Ins 187-Ins	<u>SE Location</u> <a href="#">Career Profile</a> Career: Sculpture Studio <u>TE Location</u> <a href="#">Career Profile</a> Interdisciplinary Connection
(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:	(A) interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas	(i) interpret artistic decisions in artwork based on evaluation of developmental progress	<u>Student Edition</u> 191-Ins 147-Ac <u>Teacher Edition</u> 101-Ins 191-As	<u>SE Location</u> For your Portfolio Writing About Art <u>TE Location</u> Review Answers (Evaluate) Review Answers (Analyze)
(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:	(A) interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas	(ii) interpret artistic decisions in artwork based on evaluation of competency in problem solving	<u>Student Edition</u> 79-Ins  101-Ac <u>Teacher Edition</u> 79-Ins 191-Ac	<u>SE Location</u> Chapter Review (Recall/Synthesize) Writing About Art <u>TE Location</u> Review Answers (Recall/Synthesize) Review Answers (understand)
(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:	(A) interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas	(iii) interpret artistic decisions in artwork based on evaluation of a variety of visual ideas	<u>Student Edition</u> 25-Ins 191-R <u>Teacher Edition</u> 25-Ins 191-As	<u>SE Location</u> Chapter Review (recall) Chapter Review (analyze) <u>TE Location</u> Review Answers (synthesize) Review Answers (analyze)
(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:	(A) interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas	(iv) evaluate artistic decisions in artwork based on evaluation of developmental progress	<u>Student Edition</u> 119-Ins 167-R <u>Teacher Edition</u> 167-Ins 191-As	<u>SE Location</u> Writing About Art For Your Portfolio <u>TE Location</u> Review Answers (apply) Review Answers (apply)
(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:	(A) interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas	(v) evaluate artistic decisions in artwork based on evaluation of competency in problem solving	<u>Student Edition</u> 53-Ins 79-R <u>Teacher Edition</u> 53-Ins 79-As	<u>SE Location</u> Chapter Review Chapter Review <u>TE Location</u> 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 expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas	(vi) evaluate artistic decisions in artwork based on evaluation of a variety of visual ideas	<u>Student Edition</u> 119-Ins 147-R <u>Teacher Edition</u> 119-Ins 147-As	<u>SE Location</u> Chapter Review (analyze) Chapter Review (apply/analyze) <u>TE Location</u> Review Answers (analyze) Review Answers (apply/analyze)
(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:	(A) interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas	(vii) justify artistic decisions in artwork based on evaluation of developmental progress	<u>Student Edition</u> 53-Ins 79-R <u>Teacher Edition</u> 53-Ins 79-As	<u>SE Location</u> Chapter Review Chapter Review <u>TE Location</u> 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 expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas	(viii) justify artistic decisions in artwork based on evaluation of competency in problem solving	<u>Student Edition</u> 53-Ins 79-R <u>Teacher Edition</u> 53-Ins 79-As	<u>SE Location</u> Chapter Review Chapter Review <u>TE Location</u> Review Answers Review Answers

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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:	(A) interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas	(ix) justify artistic decisions in artwork based on evaluation of a variety of visual ideas	<u>Student Edition</u> 101-Ins 119-R  <u>Teacher Edition</u> 101-Ins 119-As	<u>SE Location</u> Writing About Art Writing About Art  <u>TE Location</u> Writing About Art Review Answers (evaluation)
(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:	(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 artwork	(i) evaluate artwork using a method of critique	<u>Student Edition</u> 147-Ins 191-R  <u>Teacher Edition</u> 119-Ins 191-As	<u>SE Location</u> Writing About Art Writing About Art  <u>TE Location</u> Writing About Art 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 expected to:	(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 artwork	(ii) analyze artwork using a method of critique	<u>Student Edition</u> 25-Ins 53-R  <u>Teacher Edition</u> 25-Ins 53-As	<u>SE Location</u> Chapter Review (evaluation) Writing About Art  <u>TE Location</u> Review Answers (evaluation) Review Answers (evaluation)
(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:	(C) analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness	(i) analyze personal artworks in order to create a written response reflecting intent	<u>Student Edition</u> 53-Ins 101-Ac  <u>Teacher Edition</u> 53-Ins 101-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio  <u>TE Location</u> For Your Portfolio 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:	(C) analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness	(ii) analyze personal artworks in order to create a written response reflecting inspiration	<u>Student Edition</u> 101-Ins 191-Ac  <u>Teacher Edition</u> 101-Ins 191-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio  <u>TE Location</u> For Your Portfolio 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:	(C) analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness	(iii) analyze personal artworks in order to create a written response reflecting the elements of art and principles of design within the artwork	<u>Student Edition</u> 53-Ins 147-Ac <u>Teacher Edition</u> 53-Ins 147-Ac	<u>SE Location</u> Chapter Review (analyze) For Your Portfolio <u>TE Location</u> Review Answers (analyze) Review Answers (analyze)
(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:	(C) analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness	(iv) analyze personal artworks in order to create a written response reflecting measure of uniqueness	<u>Student Edition</u> 53-Ins 101-Ac  <u>Teacher Edition</u> 53-Ins 101-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio  <u>TE Location</u> For Your Portfolio 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) 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	<u>Student Edition</u> 53-Ins 101-Ac  <u>Teacher Edition</u> 53-Ins 101-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio  <u>TE Location</u> For Your Portfolio 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:	(E) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning	(i) construct a physical or electronic portfolio by evaluating personal original artwork to provide evidence of learning	<u>Student Edition</u> 25-Ins 191-Ac  <u>Teacher Edition</u> 25-Ins 191-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio  <u>TE Location</u> For Your Portfolio For Your Portfolio



TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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:	(E) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning	(ii) construct a physical or electronic portfolio by analyzing personal original artwork to provide evidence of learning	<u>Student Edition</u> 25-Ins 191-Ac  <u>Teacher Edition</u> 25-Ins 191-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio  <u>TE Location</u> For Your Portfolio 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:	(F) select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings	(i) select original artwork to demonstrate innovation	<u>Student Edition</u> 23-Ins 145-Ac  <u>Teacher Edition</u> 23-Ins 145-Ac	<u>SE Location</u> Sketchbook Connection Check It  <u>TE Location</u> Sketchbook Connection Check It
(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:	(F) select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings	(ii) select original artwork to provide examples of in-depth exploration of qualities	<u>Student Edition</u> 51-Ins 77-Ac  <u>Teacher Edition</u> 51-Ins 77-Ac	<u>SE Location</u> Check It Check It  <u>TE Location</u> Check It Check It
(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:	(F) select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings	(iii) select original portfolios to demonstrate innovation	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> No Match
(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:	(F) select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings	(iv) select original portfolios to provide examples of in-depth exploration of qualities	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> No Match
(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:	(F) select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings	(v) select original exhibitions to demonstrate innovation	<u>Student Edition</u> 188-189-Ins 156-Ac <u>Teacher Edition</u> 188-189-Ins 157-Ac	<u>SE Location</u> Studio Experience A Student Installation <u>TE Location</u> Studio Experience Art History
(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:	(F) select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings	(vi) select original exhibitions to provide examples of in-depth exploration of qualities	<u>Student Edition</u> 188-189-Ins 150-Ac <u>Teacher Edition</u> 188-189-Ins 150-Ac	<u>SE Location</u> Studio Experience Installation Art <u>TE Location</u> Studio Experience Installation 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 expected to:	(F) select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings	(vii) analyze original artwork to demonstrate innovation	<u>Student Edition</u> 25-Ins 53-R  <u>Teacher Edition</u> 11-Ins 91-Ac	<u>SE Location</u> Chapter Review Chapter Review  <u>TE Location</u> Aesthetics Design Extension
(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:	(F) select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings	(viii) analyze original artwork to provide examples of in-depth exploration of qualities	<u>Student Edition</u> 53-Ins 79-R  <u>Teacher Edition</u> 53-Ins 79-As	<u>SE Location</u> Chapter Review Chapter Review  <u>TE Location</u> 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 expected to:	(F) select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings	(ix) analyze original portfolios to demonstrate innovation	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> No Match
(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:	(F) select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings	(x) analyze original portfolios to provide examples of in-depth exploration of qualities	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> No Match

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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:	(F) select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings	(xi) analyze original exhibitions to demonstrate innovation	Student Edition <a href="#">188-189-Ins</a>  Teacher Edition <a href="#">188-189-Ins</a>	SE Location <a href="#">Studio Experience</a>  TE Location <a href="#">Studio Experience</a>
(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:	(F) select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings	(xii) analyze original exhibitions to provide examples of in-depth exploration of qualities	Student Edition <a href="#">188-189-Ins</a>  Teacher Edition <a href="#">188-189-Ins</a>	SE Location <a href="#">Studio Experience</a>  TE Location <a href="#">Studio Experience</a>