

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student Edition

Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts
Subchapter	Subchapter F. High School, Adopted 2013
Course	§117.302. Art, Level I (One Credit), Adopted 2013.
Publisher	Davis Publications
Program Title	Discovering Art History 4E
Program ISBN	978-08719-2719-4

(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 I, Art Appreciation, and Art and Media Communications I (one credit per course).

(b) Introduction.

(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—observation and perception; creative expression; historical and cultural heritage; 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 imaginings, 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.

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:	(A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork	(i) consider concepts from direct observation for original artworks	Instruction	978-08719-2719-4	74	Activity 2
			Activity	978-08719-2719-4	202	Activity 1
(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) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork	(ii) consider concepts from original sources for original artwork	Instruction	978-08719-2719-4	202	Activity 2
			Activity	978-08719-2719-4	300	Activity 2
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:	(A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork	(iii) consider concepts from experiences for original artwork	Instruction	978-08719-2719-4	228	Activity 1
			Activity	978-08719-2719-4	328	Activity 1

<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork</p>	<p>(iv) consider concepts from imagination for original artwork</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>74</p>	<p>Activity 1</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>328</p>	<p>Activity 2</p>
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			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>202</p>	<p>Activity 1</p>
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			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>300</p>	<p>Activity 2</p>
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			Activity	978-08719-2719-4	258	Activity 1
(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) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork	(ii) understand the elements of art, including line, as the fundamentals of art in personal artwork	Instruction	978-08719-2719-4	228	Activity 2
			Activity	978-08719-2719-4	258	Activity 1
(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) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork	(iii) identify the elements of art, including shape, as the fundamentals of art in personal artwork	Instruction	978-08719-2719-4	74	Activity 2
			Activity	978-08719-2719-4	74	Activity 1
(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) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork	(iv) understand the elements of art, including shape, as the fundamentals of art in personal artwork	Instruction	978-08719-2719-4	144	Activity 1
			Activity	978-08719-2719-4	74	Activity 1
(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) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork	(v) identify the elements of art, including color, as the fundamentals of art in personal artwork	Instruction	978-08719-2719-4	74	Activity 1
			Activity	978-08719-2719-4	56	Activity 1
(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) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork	(vi) understand the elements of art, including color, as the fundamentals of art in personal artwork	Instruction	978-08719-2719-4	56	Activity 1
			Activity	978-08719-2719-4	228	Activity 1

<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork</p>	<p>(vii) identify the elements of art, including texture, as the fundamentals of art in personal artwork</p>	<p>Instruction</p>	978-08719-2719-4	74	Activity 2
			<p>Activity</p>	978-08719-2719-4	446	Activity 1
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork</p>	<p>(viii) understand the elements of art, including texture, as the fundamentals of art in personal artwork</p>	<p>Instruction</p>	978-08719-2719-4	74	Activity 2
			<p>Activity</p>	978-08719-2719-4	446	Activity 1
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork</p>	<p>(ix) identify the elements of art, including form, as the fundamentals of art in personal artwork</p>	<p>Instruction</p>	978-08719-2719-4	170	Activity 1
			<p>Activity</p>	978-08719-2719-4	490	Additional Activities
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork</p>	<p>(x) understand the elements of art, including form, as the fundamentals of art in personal artwork</p>	<p>Instruction</p>	978-08719-2719-4	170	Activity 1
			<p>Activity</p>	978-08719-2719-4	490	Additional Activities
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork</p>	<p>(xi) identify the elements of art, including space, as the fundamentals of art in personal artwork</p>	<p>Instruction</p>	978-08719-2719-4	300	Activity 2
			<p>Activity</p>	978-08719-2719-4	446	Activity 1
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork</p>	<p>(xii) understand the elements of art, including space, as the fundamentals of art in personal artwork</p>	<p>Instruction</p>	978-08719-2719-4	300	Activity 2
			<p>Activity</p>	978-08719-2719-4	446	Activity 1

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(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:	(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork	(xiii) identify the elements of art, including value, as the fundamentals of art in personal artwork	Instruction	978-08719-2719-4	414	Activity 1
			Activity	978-08719-2719-4	378	Activity 2
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:	(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork	(xiv) understand the elements of art, including value, as the fundamentals of art in personal artwork	Instruction	978-08719-2719-4	414	Activity 1
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(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:	(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork	(i) identify the principles of design, including emphasis, in personal artwork	Instruction	978-08719-2719-4	490	Activity 1
			Activity	978-08719-2719-4	300	Activity 2
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:	(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork	(ii) understand the principles of design, including emphasis in personal artwork	Instruction	978-08719-2719-4	490	Activity 1
			Activity	978-08719-2719-4	300	Activity 2
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:	(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork	(iii) identify the principles of design, including repetition/pattern, in personal artwork	Instruction	978-08719-2719-4	74	Activity 1
			Activity	978-08719-2719-4	228	Activity 2

<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(iv) understand the principles of design, including repetition/pattern, in personal artwork</p>	<p>Instruction</p>	978-08719-2719-4	74	Activity 1
			<p>Activity</p>	978-08719-2719-4	228	Activity 2
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(v) identify the principles of design, including movement/rhythm, in personal artwork</p>	<p>Instruction</p>	978-08719-2719-4	520	Activity 1
			<p>Activity</p>	978-08719-2719-4	228	Activity 2
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(vi) understand the principles of design, including movement/rhythm, in personal artwork</p>	<p>Instruction</p>	978-08719-2719-4	520	Activity 1
			<p>Activity</p>	978-08719-2719-4	228	Activity 2
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(vii) identify the principles of design, including contrast/variety, in personal artwork</p>	<p>Instruction</p>	978-08719-2719-4	414	Activity 1
			<p>Activity</p>	978-08719-2719-4	378	Activity 2
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(viii) understand the principles of design, including contrast/variety in personal artwork</p>	<p>Instruction</p>	978-08719-2719-4	414	Activity 1
			<p>Activity</p>	978-08719-2719-4	378	Activity 2

<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(ix) identify the principles of design, including balance, in personal artwork</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>520</p>	<p>Activity 2</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>228</p>	<p>Activity 1</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(x) understand the principles of design, including balance, in personal artwork</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>520</p>	<p>Activity 2</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>228</p>	<p>Activity 1</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(xi) identify the principles of design, including proportion, in personal artwork</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>300</p>	<p>Activity 2</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>74</p>	<p>Activity 2</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(xii) understand the principles of design, including proportion, in personal artwork</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>300</p>	<p>Activity 2</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>74</p>	<p>Activity 2</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(xiii) identify the principles of design, including unity, in personal artwork</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>228</p>	<p>Activity 2</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>300</p>	<p>Activity 2</p>

<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(xiv) understand the principles of design, including unity, in personal artwork</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>228</p>	<p>Activity 2</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>300</p>	<p>Activity 2</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately</p>	<p>(i) make judgments about the expressive properties of artworks using art vocabulary accurately</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>170</p>	<p>Activity 1</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>228</p>	<p>Activity 2</p>
<p>(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:</p>	<p>(A) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination</p>	<p>(i) use visual solutions to create original artwork by problem solving through direct observation</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>74</p>	<p>Activity 2</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>202</p>	<p>Activity 1</p>
<p>(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:</p>	<p>(A) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination</p>	<p>(ii) use visual solutions to create original artwork by problem solving through original sources</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>202</p>	<p>Activity 2</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>300</p>	<p>Activity 2</p>
<p>(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:</p>	<p>(A) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination</p>	<p>(iii) use visual solutions to create original artwork by problem solving through experiences</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>228</p>	<p>Activity 1</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>328</p>	<p>Activity 1</p>

(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) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination	(iv) use visual solutions to create original artwork by problem solving through narrations	Instruction	978-08719-2719-4	202	Additional Activities
			Activity	978-08719-2719-4	258	Activity 1
(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) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination	(v) use visual solutions to create original artwork by problem solving through imagination	Instruction	978-08719-2719-4	170	Activity 1
			Activity	978-08719-2719-4	74	Activity 1
(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) communicate a variety of applications for design solutions	(i) communicate a variety of applications for design solutions	Instruction	978-08719-2719-4	228	Activity 1
			Activity	978-08719-2719-4	258	Activity 1
(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	Instruction	978-08719-2719-4	No Match	No Match
			Activity	978-08719-2719-4	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 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	Instruction	978-08719-2719-4	No Match	No Match
			Activity	978-08719-2719-4	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 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	Instruction	978-08719-2719-4	258	Activity 1
			Activity	978-08719-2719-4	328	Activity 1
(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	Instruction	978-08719-2719-4	258	Activity 1
			Activity	978-08719-2719-4	228	Activity 2
(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) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media	(i) demonstrate effective use of art media in drawing	Instruction	978-08719-2719-4	202	Activity 2
			Activity	978-08719-2719-4	228	Activity 2
(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) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media	(ii) demonstrate effective use of art tools in drawing	Instruction	978-08719-2719-4	202	Activity 2
			Activity	978-08719-2719-4	228	Activity 2
(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) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media	(iii) demonstrate effective use of art media in painting	Instruction	978-08719-2719-4	74	Activity 2
			Activity	978-08719-2719-4	228	Activity 1
(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) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media	(iv) demonstrate effective use of art tools in painting	Instruction	978-08719-2719-4	74	Activity 2
			Activity	978-08719-2719-4	228	Activity 1

(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) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	(v) demonstrate effective use of art media in printmaking	Instruction	978-08719-2719-4	378	Activity 1
			Activity	978-08719-2719-4	588	Additional Activities
(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) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	(vi) demonstrate effective use of art tools in printmaking	Instruction	978-08719-2719-4	378	Activity 1
			Activity	978-08719-2719-4	588	Additional Activities
(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) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	(vii) demonstrate effective use of art media in sculpture	Instruction	978-08719-2719-4	170	Activity 1
			Activity	978-08719-2719-4	202	Activity 1
(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) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	(viii) demonstrate effective use of art tools in sculpture	Instruction	978-08719-2719-4	170	Activity 1
			Activity	978-08719-2719-4	202	Activity 1
(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) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	(ix) demonstrate effective use of art media in ceramics	Instruction	978-08719-2719-4	144	Activity 1
			Activity	978-08719-2719-4	202	Activity 1
(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) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	(x) demonstrate effective use of art tools in ceramics	Instruction	978-08719-2719-4	144	Activity 1
			Activity	978-08719-2719-4	202	Activity 1

(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) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	(xi) demonstrate effective use of art media in fiber art	Instruction	978-08719-2719-4	144	Additional Activities
			Activity	978-08719-2719-4	258	Activity 1
(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) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	(xii) demonstrate effective use of art tools in fiber art	Instruction	978-08719-2719-4	144	Additional Activities
			Activity	978-08719-2719-4	258	Activity 1
(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) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	(xiii) demonstrate effective use of art media in design	Instruction	978-08719-2719-4	546	Activity 1
			Activity	978-08719-2719-4	228	Activity 2
(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) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	(xiv) demonstrate effective use of art tools in design	Instruction	978-08719-2719-4	546	Activity 1
			Activity	978-08719-2719-4	228	Activity 2
(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) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	(xv) demonstrate effective use of art media in digital art and media	Instruction	978-08719-2719-4	No Match	No Match
			Activity	978-08719-2719-4	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 reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	(xvi) demonstrate effective use of art tools in digital art and media	Instruction	978-08719-2719-4	No Match	No Match
			Activity	978-08719-2719-4	No Match	No Match

(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) compare and contrast historical and contemporary styles while identifying general themes and trends	(i) compare and contrast historical and contemporary styles while identifying general themes	Instruction	978-08719-2719-4	74	Activity 2
			Activity	978-08719-2719-4	74	Additional Activities
(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) compare and contrast historical and contemporary styles while identifying general themes and trends	(ii) contrast and contrast historical and contemporary styles while identifying general trends	Instruction	978-08719-2719-4	74	Activity 2
			Activity	978-08719-2719-4	74	Additional Activities
(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) describe general characteristics in artworks from a variety of cultures, which might also include personal identity and	(i) describe general characteristics in artworks from a variety of cultures, which might also include personal identity	Instruction	978-08719-2719-4	258	Additional Activities
			Activity	978-08719-2719-4	202	Activity 1
(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) describe general characteristics in artworks from a variety of cultures, which might also include personal identity and	(ii) describe general characteristics in artworks from a variety of cultures, which might also include heritage	Instruction	978-08719-2719-4	16	Additional Activities
			Activity	978-08719-2719-4	144	Activity 1
(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	Instruction	978-08719-2719-4	258	Activity 1
			Activity	978-08719-2719-4	228	Additional Activities
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) compare and contrast career and avocational opportunities in art	(i) compare and contrast career and avocational opportunities in art	Instruction	978-08719-2719-4	56	Additional Activities
			Activity	978-08719-2719-4	16	Activity 2
(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 by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(i) interpret artistic decisions in artwork by self	Instruction	978-08719-2719-4	56	Activity 1

			Activity	978-08719-2719-4	170	Activity 1
(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 by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(ii) evaluate artistic decisions in artwork by self	Instruction	978-08719-2719-4	56	Activity 1
			Activity	978-08719-2719-4	170	Activity 1
(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 by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(iii) justify artistic decisions in artwork by self	Instruction	978-08719-2719-4	74	Activity 1
			Activity	978-08719-2719-4	170	Activity 1
(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 by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(iv) interpret artistic decisions in artwork by peers	Instruction	978-08719-2719-4	74	Activity 1
			Activity	978-08719-2719-4	202	Activity 2
(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 by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(v) evaluate artistic decisions in artwork by peers	Instruction	978-08719-2719-4	74	Activity 1
			Activity	978-08719-2719-4	202	Activity 2
(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 by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(vi) justify artistic decisions in artwork by peers	Instruction	978-08719-2719-4	74	Activity 1
			Activity	978-08719-2719-4	202	Activity 2

<p>(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:</p>	<p>(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites</p>	<p>(vii) interpret artistic decisions in artwork by other artists</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>202</p>	<p>Activity 1</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>328</p>	<p>Activity 1</p>
<p>(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:</p>	<p>(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites</p>	<p>(viii) evaluate artistic decisions in artwork by other artists</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>202</p>	<p>Activity 1</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>328</p>	<p>Activity 1</p>
<p>(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:</p>	<p>(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites</p>	<p>(ix) justify artistic decisions in artwork by other artists</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>258</p>	<p>Additional Activities</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>378</p>	<p>Additional Activities</p>
<p>(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:</p>	<p>(B) evaluate and analyze artwork using a verbal or written 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</p>	<p>(i) evaluate artwork using a verbal or written method of critique</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>74</p>	<p>Additional Activities</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>144</p>	<p>Additional Activities</p>
<p>(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:</p>	<p>(B) evaluate and analyze artwork using a verbal or written 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</p>	<p>(ii) analyze artwork using a verbal or written method of critique</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>74</p>	<p>Additional Activities</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>258</p>	<p>Activity 2</p>

(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) 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	Instruction	978-08719-2719-4	328	Additional Activities
			Activity	978-08719-2719-4	414	Additional Activities
(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) 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	Instruction	978-08719-2719-4	328	Additional Activities
			Activity	978-08719-2719-4	414	Additional Activities
(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) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(i) select original artwork to form precise conclusions about formal qualities	Instruction	978-08719-2719-4	378	Activity 1
			Activity	978-08719-2719-4	414	Activity 2
(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) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(ii) select original artwork to form precise conclusions about historical contexts	Instruction	978-08719-2719-4	414	Activity 2
			Activity	978-08719-2719-4	490	Additional Activities
(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) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(iii) select original artwork to form precise conclusions about cultural contexts	Instruction	978-08719-2719-4	143	Chapter Review
			Activity	978-08719-2719-4	490	Additional Activities

<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(iv) select original artwork to form precise conclusions about intentions</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>378</p>	<p>Activity 1</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>414</p>	<p>Activity 2</p>
<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(v) select original artwork to form precise conclusions about meanings</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>414</p>	<p>Activity 2</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>490</p>	<p>Additional Activities</p>
<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(vi) select portfolios to form precise conclusions about formal qualities</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>378</p>	<p>Activity 1</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>414</p>	<p>Activity 1</p>
<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(vii) select portfolios to form precise conclusions about historical contexts</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>414</p>	<p>Activity 2</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>16</p>	<p>Activity 2</p>
<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(viii) select portfolios to form precise conclusions about cultural contexts</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>414</p>	<p>Activity 2</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>144</p>	<p>Additional Activities</p>

<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(ix) select portfolios to form precise conclusions about intentions</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>378</p>	<p>Activity 1</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>414</p>	<p>Activity 1</p>
<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(x) select portfolios to form precise conclusions about meanings</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>378</p>	<p>Activity 1</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>414</p>	<p>Activity 1</p>
<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(xi) select exhibitions to form precise conclusions about formal qualities</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>12</p>	<p>Museums</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>16</p>	<p>Activity 1</p>
<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(xii) select exhibitions to form precise conclusions about historical contexts</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>12</p>	<p>Museums</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>No Match</p>	<p>No Match</p>
<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(xiii) select exhibitions to form precise conclusions about cultural contexts</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>16</p>	<p>Activity 1</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>No Match</p>	<p>No Match</p>

<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(xiv) select exhibitions to form precise conclusions about intentions</p>	<p>Instruction</p>	978-08719-2719-4	No Match	No Match
			<p>Activity</p>	978-08719-2719-4	No Match	No Match
<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(xv) select exhibitions to form precise conclusions about meanings</p>	<p>Instruction</p>	978-08719-2719-4	No Match	No Match
			<p>Activity</p>	978-08719-2719-4	No Match	No Match
<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(xvi) analyze original artwork to form precise conclusions about formal qualities</p>	<p>Instruction</p>	978-08719-2719-4	378	Activity 1
			<p>Activity</p>	978-08719-2719-4	446	Additional Activities
<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(xvii) analyze original artwork to form precise conclusions about historical contexts</p>	<p>Instruction</p>	978-08719-2719-4	490	Additional Activities
			<p>Activity</p>	978-08719-2719-4	No Match	No Match
<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(xviii) analyze original artwork to form precise conclusions about cultural contexts</p>	<p>Instruction</p>	978-08719-2719-4	490	Additional Activities
			<p>Activity</p>	978-08719-2719-4	143	Chapter Review

<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(xix) analyze original artwork to form precise conclusions about intentions</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>378</p>	<p>Activity 1</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>490</p>	<p>Additional Activities</p>
<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(xx) analyze original artwork to form precise conclusions about meanings</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>202</p>	<p>Activity 1</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>378</p>	<p>Activity 1</p>
<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(xxi) analyze portfolios to form precise conclusions about formal qualities</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>378</p>	<p>Activity 1</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>414</p>	<p>Activity 1</p>
<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(xxii) analyze portfolios to form precise conclusions about historical contexts</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>202</p>	<p>Activity 1</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>144</p>	<p>Activity 2</p>
<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(xxiii) analyze portfolios to form precise conclusions about cultural contexts</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>202</p>	<p>Activity 1</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>144</p>	<p>Activity 2</p>

<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(xxiv) analyze portfolios to form precise conclusions about intentions</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>202</p>	<p>Activity 1</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>144</p>	<p>Activity 2</p>
<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(xxv) analyze portfolios to form precise conclusions about meanings</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>202</p>	<p>Activity 1</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>144</p>	<p>Activity 2</p>
<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(xxvi) analyze exhibitions to form precise conclusions about formal qualities</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>16</p>	<p>Activity 1</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>No Match</p>	<p>No Match</p>
<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(xxvii) analyze exhibitions to form precise conclusions about historical contexts</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>No Match</p>	<p>No Match</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>No Match</p>	<p>No Match</p>
<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(xxviii) analyze exhibitions to form precise conclusions about cultural contexts</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>16</p>	<p>Activity 1</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>No Match</p>	<p>No Match</p>

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			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>16</p>	<p>Activity 2</p>
<p>(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:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(xxx) analyze exhibitions to form precise conclusions about meanings</p>	<p>Instruction</p>	<p>978-08719-2719-4</p>	<p>16</p>	<p>Activity 1</p>
			<p>Activity</p>	<p>978-08719-2719-4</p>	<p>16</p>	<p>Activity 2</p>