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

(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art III, Drawing II, Printmaking II, Fibers II, Ceramics II, Sculpture II, Jeweiny II, Photography II, Design II, Digital Art and Media II, Advanced Placement (AP) Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Po Art History and all IB courses. One credit in an Art, Level II course is a recommended prerequisite for AP Studio Art: Two-Dimensional Design Portfolio, AP Studio Art: Three-Dimensional Design Portfolio. The prerequisite for all other Art, Level III courses is one credit of Art, Level corresponding discipline.

(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--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.

	ntent that must be mastered, while those containing the phrase "such as" are intended as possible illust	rative examples.		
(c) Knowledge and Skills.				
(1) Foundations: observation and perception. The student	(A) analyze visual characteristics of sources to illustrate concepts, demonstrate	(i) analyze visual	Student Edition	SE Location
develops and expands visual literacy skills using critical	flexibility in solving problems, create multiple solutions, and think imaginatively	characteristics of	51-Ins	How To
thinking, imagination, and the senses to observe and explore		sources to illustrate	52-Ac	Try It
the world by learning about, understanding, and applying the		concepts		
elements of art, principles of design, and expressive qualities.			Teacher Edition	TE Location
The student uses what the student sees, knows, and has			51-Ins 52-Ac	Design Extension Design Extension
experienced as sources for examining, understanding, and			DZ-AC	Design Extension
creating original artwork. The student is expected to:				
(1) Foundations: observation and perception. The student	(A) analyze visual characteristics of sources to illustrate concepts, demonstrate	(ii) analyze	Student Edition	SE Location
develops and expands visual literacy skills using critical	flexibility in solving problems, create multiple solutions, and think imaginatively	visual	47-Ins	Chapter Review
thinking, imagination, and the senses to observe and explore		characteristics	70-Ac	Try It
the world by learning about, understanding, and applying the		of sources to		
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thinking, imagination, and the senses to observe and explore		characteristics of	196-197-Ac	Studio Experience
the world by learning about, understanding, and applying the		sources to create		
elements of art, principles of design, and expressive qualities.		multiple	Teacher Edition	TE Location
The student uses what the student sees, knows, and has		solutions	71-lns	Inquiry
experienced as sources for examining, understanding, and			196-Ac	Create It
creating original artwork. The student is expected to:				
(1) Foundations: observation and perception. The student	(A) analyze visual characteristics of sources to illustrate concepts, demonstrate	(iv) analyze visual	Student Edition	SE Location
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thinking, imagination, and the senses to observe and explore		sources to think	106-107-Ac	Studio Experience
the world by learning about, understanding, and applying the		imaginatively		
elements of art, principles of design, and expressive qualities.			Teacher Edition	TE Location
The student uses what the student sees, knows, and has			11-lns	Art Criticism
experienced as sources for examining, understanding, and			146-Ac	Art Criticism
creating original artwork. The student is expected to:				
(1) Foundations: observation and perception. The student	(B) compare and contrast the elements of art, including line, shape, color, texture,	(i) compare and	Student Edition	SE Location
develops and expands visual literacy skills using critical	form, space, and value, as the fundamentals of art in personal artwork	contrast the elements	s 216-Ins	Studio Exploration
thinking, imagination, and the senses to observe and explore	, , , , , , , , , , , , , , , , , , ,	of art, including line,	217-Ac	Sketchbook Connection
the world by learning about, understanding, and applying the		shape, color, texture,		
elements of art, principles of design, and expressive qualities.		form, space, and	Teacher Edition	TE Location
The student uses what the student sees, knows, and has		value, as the	216-ins	Create It
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(1) Foundations: observation and perception. The student	(C) compare and contrast the principles of design, including emphasis,	(i) compare and	Student Edition2	SE Location
develops and expands visual literacy skills using critical	repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and	contrast the	17-Ins	Sketchbook Connection
thinking, imagination, and the senses to observe and explore	unity, in personal artwork	principles of design,	44-45-Ac	Studio Exploration
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elements of art, principles of design, and expressive qualities.		repetition/pattern,	Teacher Edition	TE Location
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to: that demonstrate	progressive problem- solving skills. The student is expected		personal themes		
artistic intent	to:			1007.00	0.0010 11
			artistic intent		

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(2) Creative expression. The student communicates ideas	(B) solve visual problems and develop multiple solutions for designing ideas,	(i) solve visual	Student Edition	SE Location
through original artwork using a variety of media with	creating practical applications, clarifying presentations, and evaluating consumer	problems	27-Ins	For Your Portfolio
appropriate skills. The student expresses thoughts and ideas	choices in order to make successful design decisions		35-Ac	Try It
creatively while challenging the imagination, fostering			Teacher Edition	TE Location
reflective thinking, and developing disciplined effort and			35-Ins35-Ac	Meeting Individual Needs
progressive problem- solving skills. The student is expected to:				Try It
(2) Creative expression. The student communicates ideas	(B) solve visual problems and develop multiple solutions for designing ideas,	(ii) develop multiple	Student Edition	SE Location
through original artwork using a variety of media with	creating practical applications, clarifying presentations, and evaluating consumer	solutions for	51-Ins	How to
appropriate skills. The student expresses thoughts and ideas	choices in order to make successful design decisions	designing ideas in	178-179-Ac	Studio Experience
creatively while challenging the imagination, fostering		order to make	Teacher Edition	TE Location
reflective thinking, and developing disciplined effort and		successful design	50-Ins	Meeting Individual Needs
progressive problem- solving skills. The student is expected to:		decisions	178-179-Ac	Studio Objectives
10.				
(2) Creative expression. The student communicates ideas	(B) solve visual problems and develop multiple solutions for designing ideas,	(iii) develop multiple	Student Edition	SE Location
through original artwork using a variety of media with	creating practical applications, clarifying presentations, and evaluating consumer	solutions for creating	5-Ins	Try It
appropriate skills. The student expresses thoughts and ideas	choices in order to make successful design decisions	practical applications	52-Ac	Try It
creatively while challenging the imagination, fostering	-	in order to make	Teacher Edition	TE Location
reflective thinking, and developing disciplined effort and		successful design	51-Ins	Design Extension
progressive problem- solving skills. The student is expected to:		decisions	52-Ac	Design Extension
(2) Creative expression. The student communicates ideas	(B) solve visual problems and develop multiple solutions for designing ideas,	(iv) develop multiple	Student Edition	SE Location
through original artwork using a variety of media with	creating practical applications, clarifying presentations, and evaluating consumer	solutions for	67-Ins	For Your Portfolio
appropriate skills. The student expresses thoughts and ideas	choices in order to make successful design decisions	clarifying	65-Ac	For Your Sketchbook
creatively while challenging the imagination, fostering	-	presentations in	Teacher Edition	TE Location
reflective thinking, and developing disciplined effort and		order to make	122-Ins	Documenting and Exhibiting Art
progressive problem- solving skills. The student is expected to:		successful design decisions	127-Ac	Documenting and Exhibiting Art
10.		decisions		
(2) Creative expression. The student communicates ideas	(B) solve visual problems and develop multiple solutions for designing ideas,	(v) develop multiple	Student Edition	SE Location
through original artwork using a variety of media with	creating practical applications, clarifying presentations, and evaluating consumer	solutions for	5-Ins	Try It
appropriate skills. The student expresses thoughts and ideas	choices in order to make successful design decisions	evaluating	127-Ac	Try It
creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and		consumer choices in order to make	Teacher Edition	TE Location
progressive problem- solving skills. The student is expected		successful design	160-lns	Career Connection
to:		decisions	192-Ac	Inquiry
(2) Creative expression. The student communicates ideas	(C) use an understanding of copyright and public domain to appropriate imagery	(i) use an	Student Edition	SE Location
through original artwork using a variety of media with	constituting the main focal point of original artwork when working from images	understanding of	23-Ins	Try It
appropriate skills. The student expresses thoughts and ideas	rather than direct observation or imagination	copyright to	24-25-Ac	Studio Experience
creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and		appropriate imagery constituting	Teacher Edition	TE Location
progressive problem- solving skills. The student is expected		the main focal point	122-Ins	Interdisciplinary Connection
to:		of original artwork	177-Ac	Inquiry
		when working from		
		images rather than		
		direct observation or imagination		
(2) Creative expression. The student communicates ideas	(C) use an understanding of copyright and public domain to appropriate imagery		Student Edition	SE Location
through original artwork using a variety of media with	constituting the main focal point of original artwork when working from images	understanding of	23-Ins	Try It
appropriate skills. The student expresses thoughts and ideas	rather than direct observation or imagination	public domain to	122-Ac	Try It
creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and		appropriate imagery constituting the main	Teacher Edition	TE Location
progressive problem- solving skills. The student is expected		focal point of original	122-Ins	Aesthetics
to:		artwork when	177-Ac	Inquiry
		working from		
		images rather than		
		direct observation or imagination		
		ımayınauon		1

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(2) Creative expression. The student communicates ideas	(D) create original artwork to communicate thoughts, feelings, ideas, or	(i) create	Student Edition	SE Location
hrough original artwork using a variety of media with	impressions	original artwork	79-Ins 216-217-Ac	Try It Studio Experience
ppropriate skills. The student expresses thoughts and ideas		to communicate	Z 10-217-AC	Studio Experience
reatively while challenging the imagination, fostering		thoughts,	Teacher Edition	TE Location
effective thinking, and developing disciplined effort and		feelings, ideas,	204-lns	Meeting Individual Needs
rogressive problem- solving skills. The student is expected		or impressions	216-Ac	Create It
D:				
2) Creative expression. The student communicates ideas	(E) collaborate to create original works of art	(i) collaborate to	Student Edition 144-Ins	SE Location For Your Sketchbook
nrough original artwork using a variety of media with		create original works of art	144-Ins 188-Ac	For Your Sketchbook Try It
ppropriate skills. The student expresses thoughts and ideas		OI ait	100-AC	ily it
reatively while challenging the imagination, fostering			Teacher Edition	TE Location
effective thinking, and developing disciplined effort and			50-Ins	Design Extension
rogressive problem- solving skills. The student is expected b:			188-Ac	Try It
2) Creative expression. The student communicates ideas	(F) select from a variety of art media and tools to express intent in drawing,	(i) select from a	Student Edition	SE Location
nrough original artwork using a variety of media with	painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media,	variety of art media to		Studio Exploration
ppropriate skills. The student expresses thoughts and ideas	photography, jewelry, and mixed media	express intent in	178-179-Ac	Studio Exploration
reatively while challenging the imagination, fostering		drawing	Too all on Fallillon	TE La cation
eflective thinking, and developing disciplined effort and			Teacher Edition	TE Location
rogressive problem- solving skills. The student is expected			126-Ins 178-Ac	Design Extension
o:			/ 0-AC	Create It
Creative expression. The student communicates ideas	(F) select from a variety of art media and tools to express intent in drawing,	(ii) select from a	Student Edition	SE Location
hrough original artwork using a variety of media with	painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media,	variety of art media to		Studio Experience
ppropriate skills. The student expresses thoughts and ideas	photography, jewelry, and mixed media	express intent in	178-179-Ac	Studio Experience
reatively while challenging the imagination, fostering		painting		
eflective thinking, and developing disciplined effort and			Teacher Edition	TE Location
progressive problem- solving skills. The student is expected			16-ins	Inquiry
o:			106-Ac	Studio Objectives
2) Creative expression. The student communicates ideas	(F) select from a variety of art media and tools to express intent in drawing,	(iii) select	Student Edition	SE Location
hrough original artwork using a variety of media with	painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media,	from a	17-Ins	Try It
appropriate skills. The student expresses thoughts and ideas	photography, jewelry, and mixed media	variety of	100-101-Ac	How to
creatively while challenging the imagination, fostering		art media	Too show E 496 an	TE 1 11
reflective thinking, and developing disciplined effort and		to express	Teacher Edition 17-Ins	TE Location
progressive problem- solving skills. The student is expected		intent in	100-101-Ac	Printmaking How to
0:		printmakin a	100-101-740	I IOW to
(2) Creative expression. The student communicates ideas	(F) select from a variety of art media and tools to express intent in drawing,	(iv) select from a	Student Edition	SE Location
hrough original artwork using a variety of media with	painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media,	variety of art media to		Drawing Becomes
ppropriate skills. The student expresses thoughts and ideas	photography, jewelry, and mixed media		75-Ac	Try It
creatively while challenging the imagination, fostering		sculpture	L	L
eflective thinking, and developing disciplined effort and			Teacher Edition	TE Location
progressive problem- solving skills. The student is expected			59-Ins	Drawing Becomes
o:			75-Ac	Try It
2) Creative expression. The student communicates ideas	(F) select from a variety of art media and tools to express intent in drawing,	(v) select from a	Student Edition	SE Location
hrough original artwork using a variety of media with	painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media,	variety of art media to	No Match	No Match
appropriate skills. The student expresses thoughts and ideas	photography, jewelry, and mixed media	express intent in	Tanahar Edition	TE Leastier
creatively while challenging the imagination, fostering		ceramics	Teacher Edition	TE Location
eflective thinking, and developing disciplined effort and			No Match	No Match
progressive problem- solving skills. The student is expected to:				
o: 2) Creative expression. The student communicates ideas	(F) select from a variety of art media and tools to express intent in drawing,	(vi) select from a	Student Edition	SE Location
hrough original artwork using a variety of media with	painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media,	variety of art media to		No Match
appropriate skills. The student expresses thoughts and ideas	photography, jewelry, and mixed media	express intent in fiber		
reatively while challenging the imagination, fostering		art	Teacher Edition	TE Location
eflective thinking, and developing disciplined effort and			No Match	No Match
rogressive problem- solving skills. The student is expected				1
):				
2) Creative expression. The student communicates ideas	(F) select from a variety of art media and tools to express intent in drawing,	(vii) select from a	Student Edition	SE Location
nrough original artwork using a variety of media with	painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media,	variety of art media to		Try It
ppropriate skills. The student expresses thoughts and ideas	photography, jewelry, and mixed media	express intent in	128-129-Ac	Studio Experience
reatively while challenging the imagination, fostering		design		
			Teacher Edition 116-Ins	TE Location
eflective thinking, and developing disciplined effort and			II Th-Inc	Design Extension
eflective thinking, and developing disciplined effort and rogressive problem- solving skills. The student is expected			126-Ac	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	(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	Student Edition 17-Ins 195-Ac	SE Location Try It How to
reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to: (2) Creative expression. The student expression to the student expression of the student expression of the student expression of the student expression.	(E) colors from a varioty of art modio and tasks to suggest intent to describe	media	Teacher Edition 17-Ins 89-Ac	TE Location Digital Imaging 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	(ix) select from a variety of art media to express intent in photography	Student Edition 143-Ins 16-Ac Teacher Edition 92-Ins 143-Ac	SE Location Try It Note It TE Location Inquiry Try It
(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	Teacher Edition No Match	SE Location No Match TE Location No Match
(2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:	(F) select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media	(xi) select from a variety of art media to express intent in mixed media	Student Edition 16-Ins 44-45-Ac Teacher Edition 78-Ins 44-45-Ac	SE Location Note It Studio Experience TE Location For Your Sketchbook Studio Experience
(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	Student Edition 12-17-Ins 196-197-Ac Teacher Edition 12-Ins 16-Ac	SE Location Drawing Media and Materials Studio Experience TE Location Meeting Individual Needs Inquiry
(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> 106-107-Ins 178-179-Ac <u>Teacher Edition</u> 16-Ins 106-Ac	SE Location Studio Experience Studio Experience TE Location Inquiry Studio Objectives
(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 printmakin g	Student Edition 17-Ins 100-101-Ac Teacher Edition 17-Ins 100-101-Ac	SE Location Printmaking How to TE Location Paragraph 1 How to
(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	Student Edition 59-Ins 75-Ac Teacher Edition 59-Ins 75-Ac	SE Location Drawing Becomes Try It TE Location Drawing Becomes Try It
(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	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location No Match

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	(xvii) select from a variety of art tools to express intent in fiber art	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location No Match
(2) Creative expression. The student communicates ideas through original 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	Student Edition 127-ins 128-129-Ac Teacher Edition 116-ins 126-Ac	SE Location Try It Studio Experience TE Location Design Extension 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	(xix) select from a variety of art tools to express intent in digital art and media	Student Edition 17-Ins 195-Ac Teacher Edition 89-Ins 195-Ac	SE Location Try It How to TE Location Design Extension How to
(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	Student Edition 16-Ins 143-Ac Teacher Edition 92-Ins 143-Ac	SE Location Note It Try It TE Location Inquiry Try It
(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	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location No Match
(2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media	(xxii) select from a variety of art tools to express intent in mixed media	Student Edition 78-Ins 44-45-Ac Teacher Edition 78-Ins 44-45-Ac	SE Location Drawing on History Studio Experience TE LocationFor Your Sketchbook Studio Experience
(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	Student Edition 67-Ins 89-Ac Teacher Edition 55-Ins 89-Ac	SE Location Writing About Art Writing About Art TE Location Interdisciplinary Connection Writing About Art
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(A) research selected historical periods, artists, general themes, trends, and styles of art	(ii) research selected historical artists	Student Edition 10-11-Ins 24-25-Ac Teacher Edition 8-Ins 146-Ac	SE Location Criticism and the Critical Process Studio Exploration TE Location Art History Art Criticism

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(3) Historical and cultural relevance. The student demonstrates	(A) research selected historical periods, artists, general themes, trends, and	(iii) research selected	Student Edition	SE Location
an understanding of art history and culture by analyzing artistic	styles of art	historical general	41-Ins 27-Ac	Writing About Art
styles, historical periods, and a variety of cultures. The student		themes of art	21-AC	Writing About Art
develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:			Teacher Edition	TE Location
contributions of divorce editares. The stadent is expected to.			161-Ins	Interdisciplinary Connection
			8-Ac	Writing About Art
(3) Historical and cultural relevance. The student demonstrates	(A) research selected historical periods, artists, general themes, trends, and	(iv) research selected	Student Edition	SE Location
an understanding of art history and culture by analyzing artistic	styles of art	historical trends of art		Writing About Art
styles, historical periods, and a variety of cultures. The student			89-Ac	Writing About Art
develops global awareness and respect for the traditions and			Teacher Edition	TE Location
contributions of diverse cultures. The student is expected to:			55-Ins	Interdisciplinary Connection
			89-Ac	Writing About Art
(3) Historical and cultural relevance. The student demonstrates	(A) research selected historical periods, artists, general themes, trends, and	(v) research selected	Student Edition	SE Location
an understanding of art history and culture by analyzing artistic	styles of art	historical styles of art		Writing About Art
styles, historical periods, and a variety of cultures. The student			24-25-Ac	Studio Experience
develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:			Teacher Edition	TE Location
contributions of diverse cultures. The student is expected to.			55-Ins	Art Criticism
			24-Ac	Studio Objectives
(3) Historical and cultural relevance. The student demonstrates	(B) distinguish the correlation between specific characteristics and influences of	(i) distinguish the	Student Edition	SE Location
an understanding of art history and culture by analyzing artistic	various cultures and contemporary artworks	correlation between	89-Ins	Chapter Review
styles, historical periods, and a variety of cultures. The student		specific	24-25-Ac	Studio Experience
develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:		characteristics and influences of various	Teacher Edition	TE Location
contributions of diverse cultures. The student is expected to.		cultures and	117-Ins	Electronic Learning
		contemporary	55-Ac	Art Criticism
		artworks		
(3) Historical and cultural relevance. The student demonstrates	(C) collaborate on community-based art projects	(i) collaborate on community-based art	Student Edition 123-Ins	SE Location Drawing Becomes
an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student		projects	122-Ac	Try It
develops global awareness and respect for the traditions and			L	
contributions of diverse cultures. The student is expected to:			Teacher Edition 9-Ins	TE Location Interdisciplinary Connection
			109-Ac	For Your Sketchbook
(3) Historical and cultural relevance. The student demonstrates	(D) examine, research, and develop a plan of action for career, entrepreneurial,	(i) examine a plan	Student Edition	SE Location
an understanding of art history and culture by analyzing artistic	and avocational art opportunities within a global economy	of action for	131-ins	For Your Portfolio
styles, historical periods, and a variety of cultures. The student		career art		
develops global awareness and respect for the traditions and		opportunities	Teacher Edition 160-Ins	TE Location Career Connection
contributions of diverse cultures. The student is expected to:		within a global economy	100-113	Career Connection
(3) Historical and cultural relevance. The student demonstrates	(D) examine, research, and develop a plan of action for career, entrepreneurial,	(ii) examine a plan	Student Edition	SE Location
an understanding of art history and culture by analyzing artistic	and avocational art opportunities within a global economy	of action for	66-Ins	Career Profile
styles, historical periods, and a variety of cultures. The student		entrepreneurial art	180-R	Career Profile
develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:		opportunities within a global	Teacher Edition	TE Location
continuations of diverse cultures. The student is expected to.		economy	42-Ins	Inquiry
		,	160-R	Career Connection
(3) Historical and cultural relevance. The student demonstrates	(D) examine, research, and develop a plan of action for career, entrepreneurial,	(iii) examine a plan of		SE Location
an understanding of art history and culture by analyzing artistic	and avocational art opportunities within a global economy	action for avocational	5-Ins	Drawing to Record Information
styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and		art opportunities within a global	89-Ac	For Your Portfolio
contributions of diverse cultures. The student is expected to:		economy	Teacher Edition	TE Location
22 Starts of arrored calculos. The stadent is expected to			42-Ins 89-Ac	Inquiry For Your Portfolio
			00-700 	I OI TOUI FOILIONO
(3) Historical and cultural relevance. The student demonstrates	(D) examine, research, and develop a plan of action for career, entrepreneurial,	(iv) research a plan	Student Edition	SE Location
an understanding of art history and culture by analyzing artistic	and avocational art opportunities within a global economy	of action for career	66-Ins 131-Ac	Career Profile For Your Portfolio
styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and		art opportunities within a global		
contributions of diverse cultures. The student is expected to:		economy	Teacher Edition	TE Location
·			131-lns 160-Ac	For Your Portfolio Career Connection
				25.50. 0000

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	(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	Student Edition 199-Ins 202-Ac	SE Location For Your Portfolio Try It
develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:		opportunities within a global economy	Teacher Edition 42-Ins 202-Ac	TE Location Inquiry Try It
(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	Student Edition 79-Ins 89-Ac Teacher Edition 42-Ins 89-Ac	SE Location For Your Portfolio For Your Portfolio TE Location Inquiry For Your Portfolio
(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	Student Edition 131-Ins 89-Ac Teacher Edition 131-Ins 160-Ac	SE Location For Your Portfolio For Your Portfolio TE Location For Your Portfolio 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	Student Edition 199-Ins 202-Ac Teacher Edition 42-Ins 202-Ac	SE Location For Your Portfolio Try It TE Location Inquiry Try It
(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		SE Location Drawing to Record Information For You Portfolio TE Location Inquiry For You 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:	(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	Student Edition 24-25-Ins 64-65-Ac Teacher Edition 71-Ins 86-Ac	SE Location Studio Experience Studio Experience TE Location Inquiry Create 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:	(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	Student Edition 47-Ins 109-Ac Teacher Edition 47-Ins 109-Ac	SE Location Chapter Review Chapter Review TE Location Review Answers Review Answers
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is 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	Student Edition 27-Ins 89-Ac Teacher Edition 27-Ins 99-Ac	SE Location Chapter Review Chapter Review TE Location Review Answers Review Answers
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is 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	Student Edition 27-Ins 30-Ac Teacher Edition 25-Ins 80-Ac	SE Location For Your Portfolio Try It TE Location Sketchbook Connection Try It

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	(v) evaluate artistic decisions in artwork based on evaluation of competency in problem solving	Student Edition 27-Ins 213-Ac Teacher Edition 23-Ins 35-Ac	SE Location For Your Portfolio Try It TE Location For Your Portfolio Meeting Individual Needs
(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	Student Edition 44-45-Ins 219-Ac Teacher Edition 71-Ins 219-Ac	SE Location Studio Experience Writing About Art TE Location Inquiry 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:	(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	Student Edition 27-Ins 67-Ac Teacher Edition 25-Ins 80-Ac	SE Location For Your Portfolio For Your Portfolio TE Location Sketchbook Connection Try 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:	(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	Student Edition 64-65-Ins 106-107-Ac Teacher Edition 71-Ins 213-Ac	SE Location Studio Experience Studio Experience TE Location Inquiry Inquiry
(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	Student Edition 44-45-Ins 219-Ac Teacher Edition 71-Ins 219-Ac	SE Location Studio Experience Writing About Art TE Location Inquiry 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	(i) evaluate artwork using a method of critique	Student Edition 10-11-Ins 11-Ac Teacher Edition 10-Ins 146-Ac	SE Location Criticism and the Critical Process Try It TE Location Art Criticism Art Criticism
(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	Student Edition 10-11-lns 11-Ac Teacher Edition 10-lns 146-Ac	SE Location Criticism and the Critical Process Try It TE Location Art Criticism Art Criticism
(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	Student Edition 199-Ins 219-Ac Teacher Edition 199-Ins 219-Ac	SE Location Writing About Art For Your Portfolio TE Location Writing About Art 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	Student Edition 109-Ins 157-Ac Teacher Edition 109-Ins 157-Ac	SE Location Chapter Review For Your Portfolio TE Location Chapter Review For Your Portfolio

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(4) Critical evaluation and response. The student responds to	(C) analyze personal artwork in order to create a written response such as an	(iii) analyze personal	Student Edition	SE Location
and analyzes the artworks of self and others, contributing to	artist's statement reflecting intent, inspiration, the elements of art and principles	artworks in order to	47-lns	For Your Portfolio
the development of the lifelong skills of making informed	of design within the artwork, and measure of uniqueness	create a written	219-Ac	For Your Portfolio
judgments and reasoned evaluations. The student is		response reflecting	Teacher Edition	TE Location
expected to:		the elements of art	47-Ins	For Your Portfolio
		and principles of	25-Ac	Sketchbook Connection
		design within the artwork		
(4) Critical evaluation and response. The student responds to	(C) analyze personal artwork in order to create a written response such as an	(iv) analyze personal	Student Edition	SE Location
and analyzes the artworks of self and others, contributing to	artist's statement reflecting intent, inspiration, the elements of art and principles	artworks in order to	219-Ins	For Your Portfolio
the development of the lifelong skills of making informed	of design within the artwork, and measure of uniqueness	create a written	25-Ac	For Your Sketchbook
judgments and reasoned evaluations. The student is		response reflecting		TE Landing
expected to:		measure of	Teacher Edition	TE Location For Your Portfolio
		uniqueness	219-Ins	For Your Sketchbook
			25-Ac	
(4) Critical evaluation and response. The student responds	(D) use responses to artwork critiques to make decisions about future	(i) use responses	Student Edition	SE Location
to and analyzes the artworks of self and others, contributing	directions in personal work	to artwork	67-Ins	For Your Portfolio
to the development of the lifelong skills of making informed	·	critiques to make	219-Ac	For Your Portfolio
judgments and reasoned evaluations. The student is		decisions about	Total on Falling	TE Landing
expected to:		future directions	Teacher Edition 67-Ins	TE Location For Your Portfolio
		in personal work	219-Ac	For Your Portfolio
(4) Critical evaluation and response. The student responds to	(E) construct a physical or electronic portfolio by evaluating and analyzing	(i) construct a	Student Edition	SE Location
and analyzes the artworks of self and others, contributing to	personal original artwork to provide evidence of learning	physical or	27-Ins 67-Ac	For Your Portfolio For Your Portfolio
the development of the lifelong skills of making informed		electronic portfolio	07-AC	FOR YOUR PORTION
judgments and reasoned evaluations. The student is expected to:		by evaluating personal original	Teacher Edition	TE Location
expected to.		artwork to provide	42-Ins	Documenting and Exhibiting
		evidence of	75-Ac	ArtDocumenting and Exhibiting
		learning		Art
(4) Critical evaluation and response. The student responds to	(E) construct a physical or electronic portfolio by evaluating and analyzing	(ii) construct a	Student Edition	SE Location
and analyzes the artworks of self and others, contributing to	personal original artwork to provide evidence of learning	physical or electronic	47-Ins	For Your Portfolio
the development of the lifelong skills of making informed		portfolio by analyzing	67-Ac	For Your Portfolio
judgments and reasoned evaluations. The student is		persona original	Teacher Edition	TE Location
expected to:		artwork to provide	42-Ins	Documenting and Exhibiting Art
		evidence of learning	67-Ac	For Your Portfolio
(A) Critical evaluation and recognize The student recognize to	(F) coloct and applying principal artifaction and sublikitions to	(i) calcat arisinal	Chi. doub Edition	CF Leasting
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to	(F) select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of	(i) select original artwork to	Student Edition 11-ins	SE Location Try It
the development of the lifelong skills of making informed	qualities such as aesthetics; formal, historical, and cultural contexts; intentions;	demonstrate	67-Ac	Writing about Art
judgments and reasoned evaluations. The student is	and meanings	innovation		
expected to:	,		Teacher Edition	TE Location
			6-Ins 17-Ac	Design Extension Digital Imaging
			11-40	Digital imaging
(4) Critical evaluation and response. The student responds to	(F) select and analyze original artwork, portfolios, and exhibitions to	(ii) select original	Student Edition	SE Location
and analyzes the artworks of self and others, contributing to	demonstrate innovation and provide examples of in-depth exploration of	artwork to provide	27-Ins	Chapter Review
the development of the lifelong skills of making informed	qualities such as aesthetics; formal, historical, and cultural contexts; intentions;	examples of in-	47-Ac	Chapter Review
judgments and reasoned evaluations. The student is expected to:	and meanings	depth exploration of qualities	Teacher Edition	TE Location
expected to.		quanties	27-Ins	Chapter Review
			47-Ac	Chapter Review
(4) Critical evaluation and response. The student responds to	(F) select and analyze original artwork, portfolios, and exhibitions to	(iii) select original	Student Edition	SE Location
and analyzes the artworks of self and others, contributing to	demonstrate innovation and provide examples of in-depth exploration of	portfolios to	No Match	No Match
the development of the lifelong skills of making informed	qualities such as aesthetics; formal, historical, and cultural contexts; intentions;	demonstrate	Tooshar Edition	TE Leastion
judgments and reasoned evaluations. The student is	and meanings	innovation	Teacher Edition No Match	TE Location No Match
expected to:				To matori
(4) Critical evaluation and response. The student responds to	(F) select and analyze original artwork, portfolios, and exhibitions to	(iv) select original	Student Edition	SE Location
and analyzes the artworks of self and others, contributing to	demonstrate innovation and provide examples of in-depth exploration of	portfolios to	47-Ins	For Your Portfolio
the development of the lifelong skills of making informed	qualities such as aesthetics; formal, historical, and cultural contexts; intentions;	provide examples	89-Ac	For Your Portfolio
judgments and reasoned evaluations. The student is	and meanings	of in-depth	Teacher Edition	TE Location
expected to:		exploration of	47-lns	For Your Portfolio
		qualities	89-Ac	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:	(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	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location 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	(vi) select original exhibitions to provide examples of in- depth exploration of qualities	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location 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	(vii) analyze original artwork to demonstrate innovation	Student Edition 67-Ins 219-Ac Teacher Edition 52-Ins 75-Ac	SE Location Writing about Art Chapter Review TE Location Meeting Individual Needs Meeting Individual Needs
(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	Student Edition 10-11-Ins 27-Ac Teacher Edition 10-Ins 89-Ac	SE Location Criticism and the Critical Process Chapter Review TE Location Art Criticism 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	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location 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 indepth exploration of qualities	Student Edition 219-Ins 89-Ac Teacher Edition 219-Ins 89-Ac	SE Location For Your Portfolio For Your Portfolio TE Location 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	(xi) analyze original exhibitions to demonstrate innovation	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location 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	(xii) analyze original exhibitions to provide examples of in- depth exploration of qualities	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location No Match