

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

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
<b>(a) General requirements.</b> Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art III, Drawing II, Painting II, Printmaking II, Fibers II, Ceramics II, Sculpture II, Jewelry II, Photography II, Design II, Digital Art and Media II, Advanced Placement (AP) Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, AP Studio Art: Three-Dimensional Design Portfolio, AP Art History, International Baccalaureate (IB) Visual Arts I Standard Level (SL), or IB Visual Arts I Higher Level (HL) (one credit per course). There are no prerequisites for AP Art History and all IB courses. One credit in an Art, Level II course is a recommended prerequisite for AP Studio Art: Drawing Portfolio, AP Studio Art: Two-Dimensional Design Portfolio, and AP Studio Art: Three-Dimensional Design Portfolio. The prerequisite for all other Art, Level III courses is one credit of Art, Level II in the corresponding discipline.				
<b>(b) Introduction.</b>				
(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.				
(2) Four basic strands—foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.				
(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.				
<b>(c) Knowledge and Skills.</b>				
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:	(A) analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively	(i) analyze visual characteristics of sources to illustrate concepts	<u>Student Edition</u> 51-Ins 52-Ac  <u>Teacher Edition</u> 51-Ins 52-Ac	<u>SE Location</u> How To... Try It  <u>TE Location</u> Design Extension Design Extension
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:	(A) analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively	(ii) analyze visual characteristics of sources to demonstrate flexibility in solving problems	<u>Student Edition</u> 47-Ins 70-Ac  <u>Teacher Edition</u> 62-Ins 70-Ac	<u>SE Location</u> Chapter Review Try It  <u>TE Location</u> Teaching Tip Teaching Tip
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:	(A) analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively	(iii) analyze visual characteristics of sources to create multiple solutions	<u>Student Edition</u> 65-Ins 196-197-Ac  <u>Teacher Edition</u> 71-Ins 196-Ac	<u>SE Location</u> For Your Sketchbook Studio Experience  <u>TE Location</u> Inquiry Create It
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:	(A) analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively	(iv) analyze visual characteristics of sources to think imaginatively	<u>Student Edition</u> 79-Ins 106-107-Ac  <u>Teacher Edition</u> 11-Ins 146-Ac	<u>SE Location</u> Try It Studio Experience  <u>TE Location</u> Art Criticism Art Criticism
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:	(B) compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork	(i) compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork	<u>Student Edition</u> 216-Ins 217-Ac  <u>Teacher Edition</u> 216-Ins 106-Ac	<u>SE Location</u> Studio Exploration Sketchbook Connection  <u>TE Location</u> Create It Studio Objectives
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:	(C) compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork	(i) compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork	<u>Student Edition</u> 17-Ins 44-45-Ac  <u>Teacher Edition</u> 96-Ins 44-Ac	<u>SE Location</u> Sketchbook Connection Studio Exploration  <u>TE Location</u> Aesthetics Studio Objectives

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:	(D) explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork	(i) explore the suitability of art media	<u>Student Edition</u> 12-17-Ins 107-Ac  <u>Teacher Edition</u> 12-Ins 16-Ac	<u>SE Location</u> Drawing on History Try It  <u>TE Location</u> Teaching Tip Design Extension
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:	(D) explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork	(ii) explore the suitability of art processes	<u>Student Edition</u> 78-Ins 98-Ac  <u>Teacher Edition</u> 21-Ins 51-Ac	<u>SE Location</u> Drawing on History Try It  <u>TE Location</u> Teaching Tip Design Extension
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:	(D) explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork	(iii) select [art media and processes] appropriate to express specific ideas relating to visual themes to interpret the expressive qualities of artwork	<u>Student Edition</u> 44-45-Ins 178-179-Ac  <u>Teacher Edition</u> 126-Ins 178-Ac	<u>SE Location</u> Studio Experience Studio Experience  <u>TE Location</u> Design Extension Create 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:	(A) create original artworks using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent	(i) create original artworks using multiple solutions from direct observation in order to expand personal themes that demonstrate artistic intent	<u>Student Edition</u> 51-Ins 178-179-Ac  <u>Teacher Edition</u> 50-Ins 178-179-Ac	<u>SE Location</u> How to ... Studio Experience  <u>TE Location</u> Meeting Individual Needs 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:	(A) create original artworks using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent	(ii) create original artworks using multiple solutions from original sources in order to expand personal themes that demonstrate artistic intent	<u>Student Edition</u> 35-Ins 24-25-Ac  <u>Teacher Edition</u> 96-Ins 24-25-Ac	<u>SE Location</u> Try It Studio Exploration  <u>TE Location</u> Aesthetics 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:	(A) create original artworks using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent	(iii) create original artworks using multiple solutions from experiences in order to expand personal themes that demonstrate artistic intent	<u>Student Edition</u> 202-Ins 216-217-Ac  <u>Teacher Edition</u> 207-Ins 216-217-Ac	<u>SE Location</u> Try It Studio Experience  <u>TE Location</u> Interdisciplinary Connections Create 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:	(A) create original artworks using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent	(iv) create original artworks using multiple solutions from imagination in order to expand personal themes that demonstrate artistic intent	<u>Student Edition</u> 9-Ins 106-107-Ac  <u>Teacher Edition</u> 9-Ins 106-Ac	<u>SE Location</u> Try It Studio Experience  <u>TE Location</u> Meeting Individual Needs Create It

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

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(2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:	(D) create original artwork to communicate thoughts, feelings, ideas, or impressions	(i) create original artwork to communicate thoughts, feelings, ideas, or impressions	<u>Student Edition</u> 79-Ins 216-217-Ac  <u>Teacher Edition</u> 204-Ins 216-Ac	<u>SE Location</u> Try It Studio Experience  <u>TE Location</u> Meeting Individual Needs Create 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:	(E) collaborate to create original works of art	(i) collaborate to create original works of art	<u>Student Edition</u> 144-Ins 188-Ac  <u>Teacher Edition</u> 50-Ins 188-Ac	<u>SE Location</u> For Your Sketchbook Try It  <u>TE Location</u> Design Extension 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	(i) select from a variety of art media to express intent in drawing	<u>Student Edition</u> 196-197-Ins 178-179-Ac  <u>Teacher Edition</u> 126-Ins 178-Ac	<u>SE Location</u> Studio Exploration Studio Exploration  <u>TE Location</u> Design Extension Create 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	(ii) select from a variety of art media to express intent in painting	<u>Student Edition</u> 106-107-Ins 178-179-Ac  <u>Teacher Edition</u> 16-Ins 106-Ac	<u>SE Location</u> Studio Experience Studio Experience  <u>TE Location</u> 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	(iii) select from a variety of art media to express intent in printmaking	<u>Student Edition</u> 17-Ins 100-101-Ac  <u>Teacher Edition</u> 17-Ins 100-101-Ac	<u>SE Location</u> Try It How to...  <u>TE Location</u> Printmaking 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	(iv) select from a variety of art media to express intent in sculpture	<u>Student Edition</u> 59-Ins 75-Ac  <u>Teacher Edition</u> 59-Ins 75-Ac	<u>SE Location</u> Drawing Becomes Try It  <u>TE Location</u> 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	(v) select from a variety of art media to express intent in ceramics	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:	(F) select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media	(vi) select from a variety of art media to express intent in fiber art	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:	(F) select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media	(vii) select from a variety of art media to express intent in design	<u>Student Edition</u> 127-Ins 128-129-Ac  <u>Teacher Edition</u> 116-Ins 126-Ac	<u>SE Location</u> Try It Studio Experience  <u>TE Location</u> Design Extension Design Extension

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media	(vii) select from a variety of art media to express intent in digital art and media	<u>Student Edition</u> 17-Ins 195-Ac  <u>Teacher Edition</u> 17-Ins 89-Ac	<u>SE Location</u> Try It How to...  <u>TE Location</u> 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	<u>Student Edition</u> 143-Ins 16-Ac  <u>Teacher Edition</u> 92-Ins 143-Ac	<u>SE Location</u> Try It Note It  <u>TE Location</u> 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	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media	(xi) select from a variety of art media to express intent in mixed media	<u>Student Edition</u> 16-Ins 44-45-Ac  <u>Teacher Edition</u> 78-Ins 44-45-Ac	<u>SE Location</u> Note It Studio Experience  <u>TE Location</u> 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	<u>Student Edition</u> 12-17-Ins 196-197-Ac  <u>Teacher Edition</u> 12-Ins 16-Ac	<u>SE Location</u> Drawing Media and Materials Studio Experience  <u>TE Location</u> 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	<u>SE Location</u> Studio Experience Studio Experience  <u>TE Location</u> 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 printmaking	<u>Student Edition</u> 17-Ins 100-101-Ac  <u>Teacher Edition</u> 17-Ins 100-101-Ac	<u>SE Location</u> Printmaking How to...  <u>TE Location</u> 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	<u>Student Edition</u> 59-Ins 75-Ac  <u>Teacher Edition</u> 59-Ins 75-Ac	<u>SE Location</u> Drawing Becomes Try It  <u>TE Location</u> 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	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> No Match

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(2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media	(xvii) select from a variety of art tools to express intent in fiber art	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media	(xviii) select from a variety of art tools to express intent in design	<u>Student Edition</u> 127-Ins 128-129-Ac  <u>Teacher Edition</u> 116-Ins 126-Ac	<u>SE Location</u> Try It Studio Experience  <u>TE Location</u> 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	<u>Student Edition</u> 17-Ins 195-Ac  <u>Teacher Edition</u> 89-Ins 195-Ac	<u>SE Location</u> Try It How to...  <u>TE Location</u> 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	<u>Student Edition</u> 16-Ins 143-Ac  <u>Teacher Edition</u> 92-Ins 143-Ac	<u>SE Location</u> Note It Try It  <u>TE Location</u> 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	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media	(xxii) select from a variety of art tools to express intent in mixed media	<u>Student Edition</u> 78-Ins 44-45-Ac  <u>Teacher Edition</u> 78-Ins 44-45-Ac	<u>SE Location</u> Drawing on History Studio Experience  <u>TE Location</u> For 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	<u>Student Edition</u> 67-Ins 89-Ac  <u>Teacher Edition</u> 55-Ins 89-Ac	<u>SE Location</u> Writing About Art Writing About Art  <u>TE Location</u> 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	<u>Student Edition</u> 10-11-Ins 24-25-Ac  <u>Teacher Edition</u> 8-Ins 146-Ac	<u>SE Location</u> Criticism and the Critical Process Studio Exploration  <u>TE Location</u> Art History Art Criticism



TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(A) research selected historical periods, artists, general themes, trends, and styles of art	(iii) research selected historical general themes of art	<u>Student Edition</u> 41-Ins 27-Ac  <u>Teacher Edition</u> 161-Ins 8-Ac	<u>SE Location</u> Writing About Art Writing About Art  <u>TE Location</u> 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	(iv) research selected historical trends of art	<u>Student Edition</u> 67-Ins 89-Ac  <u>Teacher Edition</u> 55-Ins 89-Ac	<u>SE Location</u> Writing About Art Writing About Art  <u>TE Location</u> 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	(v) research selected historical styles of art	<u>Student Edition</u> 67-Ins 24-25-Ac  <u>Teacher Edition</u> 55-Ins 24-Ac	<u>SE Location</u> Writing About Art Studio Experience  <u>TE Location</u> Art Criticism Studio Objectives
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(B) distinguish the correlation between specific characteristics and influences of various cultures and contemporary artworks	(i) distinguish the correlation between specific characteristics and influences of various cultures and contemporary artworks	<u>Student Edition</u> 89-Ins 24-25-Ac  <u>Teacher Edition</u> 117-Ins 55-Ac	<u>SE Location</u> Chapter Review Studio Experience  <u>TE Location</u> Electronic Learning Art Criticism
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(C) collaborate on community-based art projects	(i) collaborate on community-based art projects	<u>Student Edition</u> 123-Ins 122-Ac  <u>Teacher Edition</u> 9-Ins 109-Ac	<u>SE Location</u> Drawing Becomes Try It  <u>TE Location</u> Interdisciplinary Connection For Your Sketchbook
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine, research, and develop a plan of action for career, entrepreneurial, and avocational art opportunities within a global economy	(i) examine a plan of action for career art opportunities within a global economy	<u>Student Edition</u> 131-Ins  <u>Teacher Edition</u> 160-Ins	<u>SE Location</u> For Your Portfolio  <u>TE Location</u> 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	(ii) examine a plan of action for entrepreneurial art opportunities within a global economy	<u>Student Edition</u> 66-Ins 180-R  <u>Teacher Edition</u> 42-Ins 160-R	<u>SE Location</u> Career Profile Career Profile  <u>TE Location</u> Inquiry 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	(iii) examine a plan of action for avocational art opportunities within a global economy	<u>Student Edition</u> 5-Ins 89-Ac  <u>Teacher Edition</u> 42-Ins 89-Ac	<u>SE Location</u> Drawing to Record Information For Your Portfolio  <u>TE Location</u> 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	(iv) research a plan of action for career art opportunities within a global economy	<u>Student Edition</u> 66-Ins 131-Ac  <u>Teacher Edition</u> 131-Ins 160-Ac	<u>SE Location</u> Career Profile For Your Portfolio  <u>TE Location</u> For Your Portfolio Career Connection

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine, research, and develop a plan of action for career, entrepreneurial, and avocational art opportunities within a global economy	(v) research a plan of action for entrepreneurial art opportunities within a global economy	<u>Student Edition</u> 199-Ins 202-Ac  <u>Teacher Edition</u> 42-Ins 202-Ac	<u>SE Location</u> For Your Portfolio Try It  <u>TE Location</u> 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	<u>Student Edition</u> 79-Ins 89-Ac  <u>Teacher Edition</u> 42-Ins 89-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio  <u>TE Location</u> 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	<u>Student Edition</u> 131-Ins 89-Ac  <u>Teacher Edition</u> 131-Ins 160-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio  <u>TE Location</u> 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	<u>Student Edition</u> 199-Ins 202-Ac  <u>Teacher Edition</u> 42-Ins 202-Ac	<u>SE Location</u> For Your Portfolio Try It  <u>TE Location</u> 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	<u>Student Edition</u> 5-Ins 89-Ac  <u>Teacher Edition</u> 42-Ins 89-Ac	<u>SE Location</u> Drawing to Record Information For You Portfolio  <u>TE Location</u> 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	<u>Student Edition</u> 24-25-Ins 64-65-Ac  <u>Teacher Edition</u> 71-Ins 86-Ac	<u>SE Location</u> Studio Experience Studio Experience  <u>TE Location</u> 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	<u>Student Edition</u> 47-Ins 109-Ac  <u>Teacher Edition</u> 47-Ins 109-Ac	<u>SE Location</u> Chapter Review Chapter Review  <u>TE Location</u> Review Answers Review Answers
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas	(iii) interpret artistic decisions in artwork based on evaluation of a variety of visual ideas	<u>Student Edition</u> 27-Ins 89-Ac  <u>Teacher Edition</u> 27-Ins 89-Ac	<u>SE Location</u> Chapter Review Chapter Review  <u>TE Location</u> Review Answers Review Answers
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas	(iv) evaluate artistic decisions in artwork based on evaluation of developmental progress	<u>Student Edition</u> 27-Ins 80-Ac  <u>Teacher Edition</u> 25-Ins 80-Ac	<u>SE Location</u> For Your Portfolio Try It  <u>TE Location</u> 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	<u>Student Edition</u> 27-Ins 213-Ac  <u>Teacher Edition</u> 23-Ins 35-Ac	<u>SE Location</u> For Your Portfolio Try It  <u>TE Location</u> 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	<u>Student Edition</u> 44-45-Ins 219-Ac  <u>Teacher Edition</u> 71-Ins 219-Ac	<u>SE Location</u> Studio Experience Writing About Art  <u>TE Location</u> 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	<u>Student Edition</u> 27-Ins 67-Ac  <u>Teacher Edition</u> 25-Ins 80-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio  <u>TE Location</u> 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	<u>Student Edition</u> 64-65-Ins 106-107-Ac  <u>Teacher Edition</u> 71-Ins 213-Ac	<u>SE Location</u> Studio Experience Studio Experience  <u>TE Location</u> 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	<u>Student Edition</u> 44-45-Ins 219-Ac  <u>Teacher Edition</u> 71-Ins 219-Ac	<u>SE Location</u> Studio Experience Writing About Art  <u>TE Location</u> 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	<u>Student Edition</u> 10-11-Ins 11-Ac  <u>Teacher Edition</u> 10-Ins 146-Ac	<u>SE Location</u> Criticism and the Critical Process Try It  <u>TE Location</u> 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	<u>Student Edition</u> 10-11-Ins 11-Ac  <u>Teacher Edition</u> 10-Ins 146-Ac	<u>SE Location</u> Criticism and the Critical Process Try It  <u>TE Location</u> 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	<u>Student Edition</u> 199-Ins 219-Ac  <u>Teacher Edition</u> 199-Ins 219-Ac	<u>SE Location</u> Writing About Art For Your Portfolio  <u>TE Location</u> 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	<u>Student Edition</u> 109-Ins 157-Ac  <u>Teacher Edition</u> 109-Ins 157-Ac	<u>SE Location</u> Chapter Review For Your Portfolio  <u>TE Location</u> Chapter Review 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:	(C) analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness	(iii) analyze personal artworks in order to create a written response reflecting the elements of art and principles of design within the artwork	<u>Student Edition</u> 47-Ins 219-Ac  <u>Teacher Edition</u> 47-Ins 25-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio  <u>TE Location</u> For Your Portfolio Sketchbook Connection
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(C) analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness	(iv) analyze personal artworks in order to create a written response reflecting measure of uniqueness	<u>Student Edition</u> 219-Ins 25-Ac  <u>Teacher Edition</u> 219-Ins 25-Ac	<u>SE Location</u> For Your Portfolio For Your Sketchbook  <u>TE Location</u> For Your Portfolio For Your Sketchbook
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) use responses to artwork critiques to make decisions about future directions in personal work	(i) use responses to artwork critiques to make decisions about future directions in personal work	<u>Student Edition</u> 67-Ins 219-Ac  <u>Teacher Edition</u> 67-Ins 219-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio  <u>TE Location</u> For Your Portfolio For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning	(i) construct a physical or electronic portfolio by evaluating personal original artwork to provide evidence of learning	<u>Student Edition</u> 27-Ins 67-Ac  <u>Teacher Edition</u> 42-Ins 75-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio  <u>TE Location</u> Documenting and Exhibiting Art Documenting and Exhibiting 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:	(E) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning	(ii) construct a physical or electronic portfolio by analyzing personal original artwork to provide evidence of learning	<u>Student Edition</u> 47-Ins 67-Ac  <u>Teacher Edition</u> 42-Ins 67-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio  <u>TE Location</u> Documenting and Exhibiting 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:	(F) select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings	(i) select original artwork to demonstrate innovation	<u>Student Edition</u> 11-Ins 67-Ac  <u>Teacher Edition</u> 6-Ins 17-Ac	<u>SE Location</u> Try It Writing about Art  <u>TE Location</u> Design Extension Digital Imaging
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(F) select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings	(ii) select original artwork to provide examples of in-depth exploration of qualities	<u>Student Edition</u> 27-Ins 47-Ac  <u>Teacher Edition</u> 27-Ins 47-Ac	<u>SE Location</u> Chapter Review Chapter Review  <u>TE Location</u> Chapter Review Chapter Review
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(F) select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings	(iii) select original portfolios to demonstrate innovation	<u>Student Edition</u> No Match  <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match  <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(F) select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings	(iv) select original portfolios to provide examples of in-depth exploration of qualities	<u>Student Edition</u> 47-Ins 89-Ac  <u>Teacher Edition</u> 47-Ins 89-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio  <u>TE Location</u> For Your Portfolio For Your Portfolio

TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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 62-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
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