

Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts			
Course Title	§117.303. Art, Level II (One Credit), Adopted 2013 DAVIS ART – <i>Experience Printmaking</i>			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
<p>(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 II, Drawing I, Painting I, Printmaking I, Fibers I, Ceramics I, Sculpture I, Jewelry I, Photography I, Design I, Digital Art and Media I, and Art and Media Communications II (one credit per course). The prerequisite for each art course listed in this subsection is one credit of Art, Level I.</p>				
<p>(b) Introduction.</p>				
<p>(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.</p>				
<p>(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.</p>				
<p>(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.</p>				
<p>(c) Knowledge and Skills.</p>				
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(i) use visual comparisons to illustrate concepts from direct observation for original artworks</p>	<p><u>Student Edition</u> 64-Ac 72-Ac</p> <p><u>Teacher Edition</u> 11-Ins 30-Ac</p>	<p><u>SE Location</u> Studio Experience Try It</p> <p><u>TE Location</u> Teaching Tip Design Extension</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(ii) use visual comparisons to illustrate ideas from direct observation for original artworks</p>	<p><u>Student Edition</u> 64-Ac 72-Ac</p> <p><u>Teacher Edition</u> 64-Ins 73-As</p>	<p><u>SE Location</u> Studio Experience Try It</p> <p><u>TE Location</u> Set Up Teaching Tip</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(iii) use visual comparisons to illustrate concepts from original sources for original artworks</p>	<p><u>Student Edition</u> 21-Ins 128-Ac</p> <p><u>Teacher Edition</u> 128-Ins 20-Ins</p>	<p><u>SE Location</u> Sketchbook Connection Studio Experience</p> <p><u>TE Location</u> Setup Sketchbook Connection</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(iv) use visual comparisons to illustrate ideas from original sources for original artworks</p>	<p><u>Student Edition</u> 45-Ins 128-129-Ac</p> <p><u>Teacher Edition</u> 148-Ins 67-As</p>	<p><u>SE Location</u> Check It Studio Experience</p> <p><u>TE Location</u> Create It Synthesize</p>

<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(v) use visual comparisons to illustrate concepts from experiences for original artworks</p>	<p><u>Student Edition</u> 62-Ins 64-65-Ac</p> <p><u>Teacher Edition</u> 73-Ins 12-Ins</p>	<p><u>SE Location</u> Try It Studio Experience</p> <p><u>TE Location</u> Design Extension Teaching Tip</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(vi) use visual comparisons to illustrate ideas from experiences for original artworks</p>	<p><u>Student Edition</u> 67-Ins 8-Ac</p> <p><u>Teacher Edition</u> 67-Ins 81-Ac</p>	<p><u>SE Location</u> Synthesize Try It</p> <p><u>TE Location</u> Chapter Review Answers Journal Connect</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(vii) use visual comparisons to illustrate concepts from narration for original artworks</p>	<p><u>Student Edition</u> 103-Ins 67-Ac</p> <p><u>Teacher Edition</u> 38-Ins 111-Ac 65-Ac</p>	<p><u>SE Location</u> Writing About Art Writing About Art</p> <p><u>TE Location</u> Interdisciplinary Connection Interdisciplinary Connection Journal Connection</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(viii) use visual comparisons to illustrate ideas from narration for original artworks</p>	<p><u>Student Edition</u> 151-Ins 173-Ac</p> <p><u>Teacher Edition</u> 94-Ins 103-Ac</p>	<p><u>SE Location</u> Writing About Art Writing About Art</p> <p><u>TE Location</u> Gifted and Talented Writing About Art</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(ix) use visual comparisons to illustrate concepts from imagination for original artworks</p>	<p><u>Student Edition</u> 100-101-Ins 128-129-Ac</p> <p><u>Teacher Edition</u> 100-101-Ins 128-129-Ac</p>	<p><u>SE Location</u> Studio Experience Studio Experience</p> <p><u>TE Location</u> Studio Experience Studio Experience</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(x) use visual comparisons to illustrate ideas from imagination for original artworks</p>	<p><u>Student Edition</u> 20-21-Ins 80-81-Ac</p> <p><u>Teacher Edition</u> 80-81-Ac 131-Rev</p>	<p><u>SE Location</u> Studio Experience Studio Experience</p> <p><u>TE Location</u> Studio Experience Apply</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(i) identify the elements of art, including line, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 7-Ins 47-R</p> <p><u>Teacher Edition</u> 30-Ins 31-Ac</p>	<p><u>SE Location</u> Try It Recall</p> <p><u>TE Location</u> Design Extension Interdisciplinary Connection</p>

<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(ii) apply the elements of art, including line, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 7-Ins 29-Ac</p> <p><u>Teacher Edition</u> 47-Ins 30-Ac</p>	<p><u>SE Location</u> Try It How To</p> <p><u>TE Location</u> Apply Design Extension</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(iii) identify the elements of art, including shape, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 190-Ac 101-Ac</p> <p><u>Teacher Edition</u> 30-Ins 190-Ins</p>	<p><u>SE Location</u> Before You Begin Check It</p> <p><u>TE Location</u> Design Extension Set Up</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(iv) apply the elements of art, including shape, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 177-Ac 190-191-Ac</p> <p><u>Teacher Edition</u> 83-Ac 190-Ins</p>	<p><u>SE Location</u> Try It Studio Experience</p> <p><u>TE Location</u> Apply Set Up</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(v) identify the elements of art, including color, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 138-Ins 177-Ins</p> <p><u>Teacher Edition</u> 43-Ins 181-Ac</p>	<p><u>SE Location</u> How To Try It</p> <p><u>TE Location</u> Design Extension Meeting Individual Needs</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(vi) apply the elements of art, including color, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 70-Ins 76-77-Ac</p> <p><u>Teacher Edition</u> 73-Ins 43-Ac</p>	<p><u>SE Location</u> Try It How to...</p> <p><u>TE Location</u> Design Extension Design Extension</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(vii) identify the elements of art, including texture, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 184-185-Ins 62-Ac</p> <p><u>Teacher Edition</u> 183-Ins 99-Ins</p>	<p><u>SE Location</u> How To Try It</p> <p><u>TE Location</u> Teaching Tip Aesthetics</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(viii) apply the elements of art, including texture, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 184-185-Ins 187-Ac</p> <p><u>Teacher Edition</u> 109-Ins 183-Ins</p>	<p><u>SE Location</u> How To How To</p> <p><u>TE Location</u> Teaching Tip Teaching Tip</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(ix) identify the elements of art, including form, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 142-Ac 32-Ins</p> <p><u>Teacher Edition</u> 33-Ins 33-Ac</p>	<p><u>SE Location</u> Try It Suggested Form</p> <p><u>TE Location</u> Teaching Tip Inquiry</p>

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(x) apply the elements of art, including form, as the fundamentals of art in personal artworks	<u>Student Edition</u> 83-Ins 142-Ac <u>Teacher Edition</u> 53-Ins 142-Ac	<u>SE Location</u> Apply Try It <u>TE Location</u> Teaching Tip Try 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 artworks. The student is expected to:	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(xi) identify the elements of art, including space, as the fundamentals of art in personal artworks	<u>Student Edition</u> 51-Ac 33-Ac <u>Teacher Edition</u> 33-Ins 131-Ac	<u>SE Location</u> Try It Try It <u>TE Location</u> Teaching Tip Apply
(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 artworks. The student is expected to:	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(xii) apply the elements of art, including space, as the fundamentals of art in personal artworks	<u>Student Edition</u> 33-Ins 51-Ac <u>Teacher Edition</u> 51-Ac 131-Ins	<u>SE Location</u> Try It Try It <u>TE Location</u> Try It Apply
(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 artworks. The student is expected to:	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(xiii) identify the elements of art, including value, as the fundamentals of art in personal artworks	<u>Student Edition</u> 34-Ins 93-R <u>Teacher Edition</u> 33-Ins 103-R	<u>SE Location</u> Paragraph 1 Elements of Art <u>TE Location</u> Teaching Tip Recall
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(xiv) apply the elements of art, including value, as the fundamentals of art in personal artworks	<u>Student Edition</u> 94-Ins 103-R <u>Teacher Edition</u> 33-Ins 47-Ac	<u>SE Location</u> Try It Chapter Review <u>TE Location</u> Teaching Tip Chapter Review Answers
(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 artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(i) identify the principles of design, including emphasis, in personal artworks	<u>Student Edition</u> 47-Ins 47-Ac <u>Teacher Edition</u> 33-Ins 47-Ac	<u>SE Location</u> Chapter Review Writing About Art <u>TE Location</u> Teaching Tip Writing About Art
(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 artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(ii) apply the principles of design, including emphasis, in personal artworks	<u>Student Edition</u> 54-65-Ins <u>Teacher Edition</u> 54-Ins	<u>SE Location</u> Studio Experience <u>TE Location</u> 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 artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(iii) identify the principles of design, including repetition/pattern, in personal artworks	<u>Student Edition</u> 40-Ins 137-R <u>Teacher Edition</u> 40-Ins 47-Ac	<u>SE Location</u> Paragraph 1 Principles of Design <u>TE Location</u> Inquiry Writing About Art
(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 artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(iv) apply the principles of design, including repetition/pattern, in personal artworks	<u>Student Edition</u> 44-45-Ins 47-Ac <u>Teacher Edition</u> 47-Ins 47-Ac	<u>SE Location</u> Studio Experience Writing About Art <u>TE Location</u> Chapter Review Answers Writing About Art
(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 artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(v) identify the principles of design, including movement/rhythm, in personal artworks	<u>Student Edition</u> 40-Ins 126-R <u>Teacher Edition</u> 40-Ins 126-R	<u>SE Location</u> Note It Principles of Design <u>TE Location</u> Inquiry Principles of Design

(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 artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(vi) apply the principles of design, including movement/rhythm, in personal artworks	<u>Student Edition</u> 20-21-Ins <u>Teacher Edition</u> 20-21-Ins	<u>SE Location</u> Studio Experience <u>TE Location</u> Studio Experience
(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 artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(vii) identify the principles of design, including contrast/variety, in personal artworks	<u>Student Edition</u> 137-Ins 164-R <u>Teacher Edition</u> 40-Ins 103-Ac	<u>SE Location</u> Principles of Design Principles of Design <u>TE Location</u> Inquiry Writing About Art
(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 artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(viii) apply the principles of design, including contrast/variety, in personal artworks	<u>Student Edition</u> 44-45-Ins <u>Teacher Edition</u> 44-45-Ins	<u>SE Location</u> Studio Experience <u>TE Location</u> Studio Experience
(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 artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(ix) identify the principles of design, including balance, in personal artworks	<u>Student Edition</u> 38-Ins 101-Ac <u>Teacher Edition</u> 38-Ins 103-Ac	<u>SE Location</u> Paragraph 1 Check It <u>TE Location</u> Teaching Tip Chapter Review Answers
(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 artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(x) apply the principles of design, including balance, in personal artworks	<u>Student Edition</u> 100-101-Ins <u>Teacher Edition</u> 100-Ins	<u>SE Location</u> Studio Experience <u>TE Location</u> 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 artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(xi) identify the principles of design, including proportion, in personal artworks	<u>Student Edition</u> 39-Ins 39-R <u>Teacher Edition</u> 39-Ins 39-Ac	<u>SE Location</u> Paragraph 1 Note It <u>TE Location</u> Teaching Tip Inquiry
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(xii) apply the principles of design, including proportion, in personal artworks	<u>Student Edition</u> 44-45-Ins <u>Teacher Edition</u> 44-45-Ins	<u>SE Location</u> Studio Experience <u>TE Location</u> Studio Experience
(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 artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(xiii) identify the principles of design, including unity, in personal artworks	<u>Student Edition</u> 42-Ins 164-R <u>Teacher Edition</u> 43-Ins 164-R	<u>SE Location</u> Paragraph 1 Elements of Art <u>TE Location</u> Design Extension Elements of Art
(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 artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(xiv) apply the principles of design, including unity, in personal artworks	<u>Student Edition</u> 44-45-Ins <u>Teacher Edition</u> 44-45-Ins	<u>SE Location</u> Studio Experience <u>TE Location</u> Studio Experience
(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 artworks. The student is expected to:	(D) explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately	(i) explore suitability of art media to express specific ideas relating to visual themes of artworks, using art vocabulary accurately	<u>Student Edition</u> 15-Ins 23-R <u>Teacher Edition</u> 23-Ins 47-Ac	<u>SE Location</u> Printmaking Methods Chapter Review <u>TE Location</u> Chapter Review Answers Chapter Review Answers

(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 artworks. The student is expected to:	(D) explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately	(ii) explore suitability of art processes to express specific ideas relating to visual themes of artworks, using art vocabulary accurately	<u>Student Edition</u> 100-101-Ins 128-129-Ac <u>Teacher Edition</u> 67-Ins 83-Ac	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Writing About Art Chapter Review Answers
(2) Creative expression. The student communicates ideas through original artworks 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 artwork 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 talent	<u>Student Edition</u> 80-81-Ins 148-149-Ac <u>Teacher Edition</u> 81-Ins 148-149-Ac	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Journal Connection Studio Experience
(2) Creative expression. The student communicates ideas through original artworks 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 artwork 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> 64-65-Ins 148-149-Ac <u>Teacher Edition</u> 83-Ins 103-Ac	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Writing About Art Chapter Review Answers
(2) Creative expression. The student communicates ideas through original artworks 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 artwork 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> 103-Ins 170-171-Ac <u>Teacher Edition</u> 103-Ins 173-Ac	<u>SE Location</u> Chapter Review Studio Experience <u>TE Location</u> Chapter Review Answers Chapter Review Answers
(2) Creative expression. The student communicates ideas through original artworks 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 artwork 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> 20-21-Ins 44-45-Ac <u>Teacher Edition</u> 47-Ins 83-Ac	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Chapter Review Answers Chapter Review Answers
(2) Creative expression. The student communicates ideas through original artworks 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) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions	(i) apply design skills in creating practical applications in order to make successful design decisions	<u>Student Edition</u> 83-Ins 173-Ac <u>Teacher Edition</u> 83-Ins 173-Ac	<u>SE Location</u> Chapter Review Chapter Review <u>TE Location</u> Chapter Review Answers Chapter Review Answers
(2) Creative expression. The student communicates ideas through original artworks 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) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions	(ii) apply design skills in clarifying presentations in order to make successful design decisions	<u>Student Edition</u> 103-Ins 173-Ac <u>Teacher Edition</u> 83-Ins 173-Ac	<u>SE Location</u> For Your Portfolio Chapter Review <u>TE Location</u> Chapter Review Answers Chapter Review Answers
(2) Creative expression. The student communicates ideas through original artworks 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) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions	(iii) apply design skills in examining consumer choices in order to make successful design decisions	<u>Student Edition</u> 10-Ins 66-R <u>Teacher Edition</u> 10-Ins 135-Ac	<u>SE Location</u> Paragraph 2 Career Profile <u>TE Location</u> Career Connection Career Connection
(2) Creative expression. The student communicates ideas through original artworks 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> 10-Ins 119-R <u>Teacher Edition</u> 10-Ins 119-Ac	<u>SE Location</u> Paragraph 2 Note It <u>TE Location</u> Career Connection Aesthetics

(2) Creative expression. The student communicates ideas through original artworks 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> 10-Ins 119-R <u>Teacher Edition</u> 10-Ins 119-Ac	<u>SE Location</u> Paragraph 2 Note It <u>TE Location</u> Career Connection Aesthetics
(2) Creative expression. The student communicates ideas through original artworks 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> 20-21-Ins 64-65-Ac <u>Teacher Edition</u> 65-Ins 67-Ac	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Journal Connection Chapter Review Answers
(2) Creative expression. The student communicates ideas through original artworks 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> 107-Ins <u>Teacher Edition</u> 107-ins	<u>SE Location</u> Paragraph 1 <u>TE Location</u> Paragraph 1
(2) Creative expression. The student communicates ideas through original artworks 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 communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(i) select from a variety of art media to communicate specific ideas in drawing	<u>Student Edition</u> 116-Ins 135-Ac <u>Teacher Edition</u> 135-Ac 145-Ins	<u>SE Location</u> Paragraph 1 Try It <u>TE Location</u> Try It Design Extension
(2) Creative expression. The student communicates ideas through original artworks 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 communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(ii) select from a variety of art media to communicate specific ideas in painting	<u>Student Edition</u> 138-139-Ins 148-149-Ac <u>Teacher Edition</u> 138-139-Ins 148-149-Ac	<u>SE Location</u> How to... Studio Experience <u>TE Location</u> How to... Studio Experience
(2) Creative expression. The student communicates ideas through original artworks 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 communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(iii) select from a variety of art media to communicate specific ideas in printmaking	<u>Student Edition</u> 128-129-Ins 190-191-Ac <u>Teacher Edition</u> 83-Ins 103-Ac	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Chapter Review Answers Chapter Review Answers
(2) Creative expression. The student communicates ideas through original artworks 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 communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(iv) select from a variety of art media to communicate specific ideas in sculpture	<u>Student Edition</u> No Match <u>Teacher Edition</u> 50-Ins 136-Ac	<u>SE Location</u> No Match <u>TE Location</u> Internet Connection Internet Connection
(2) Creative expression. The student communicates ideas through original artworks 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 communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(v) select from a variety of art media to communicate specific ideas 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 artworks 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 communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(vi) select from a variety of art media to communicate specific ideas in fiber art	<u>Student Edition</u> 10 <u>Teacher Edition</u> 10	<u>SE Location</u> Figure 1-11 <u>TE Location</u> Figure 1-11
(2) Creative expression. The student communicates ideas through original artworks 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 communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(vii) select from a variety of art media to communicate specific ideas 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 artworks 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 communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(viii) select from a variety of art media to communicate specific ideas in mixed media	<u>Student Edition</u> 183-Ins 184-185-Ac <u>Teacher Edition</u> 183-Ins 184-185-Ac	<u>SE Location</u> Try It How to... <u>TE Location</u> Try It How to...

(2) Creative expression. The student communicates ideas through original artworks 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 communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(ix) select from a variety of art media to communicate specific ideas in photography	Student Edition 161-Ins Teacher Edition 162-Ins	SE Location Try It TE Location Internet Connection
(2) Creative expression. The student communicates ideas through original artworks 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 communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(x) select from a variety of art media to communicate specific ideas in digital art and media	Student Edition 168-169-Ins 190-191-Ac Teacher Edition 16-Ins 190-191-Ac	SE Location Studio Experience Studio Experience TE Location Aesthetics Studio Experience
(2) Creative expression. The student communicates ideas through original artworks 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 communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xi) select from a variety of art tools to communicate specific ideas in drawing	Student Edition 177-Ins 190-191-Ac Teacher Edition 177-Ins 190-191-Ac	SE Location Try It Studio Experience TE Location Try It Studio Experience
(2) Creative expression. The student communicates ideas through original artworks 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 communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xii) select from a variety of art tools to communicate specific ideas in painting	Student Edition 148-149-Ins Teacher Edition 148-149-Ins	SE Location Studio Experience TE Location Studio Experience
(2) Creative expression. The student communicates ideas through original artworks 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 communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xiii) select from a variety of art media to communicate specific ideas in printmaking	Student Edition 20-21-Ins 168-169-Ac Teacher Edition 23-Ins 67-Ac	SE Location Studio Experience Studio Experience TE Location Chapter Review Answers Chapter Review Answers
(2) Creative expression. The student communicates ideas through original artworks 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 communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xiv) select from a variety of art tools to communicate specific ideas in sculpture	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 artworks 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 communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xv) select from a variety of art tools to communicate specific ideas in ceramics	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 artworks 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 communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xvi) select from a variety of art tools to communicate specific ideas 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 artworks 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 communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xvii) select from a variety of art tools to communicate specific ideas 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 artworks 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 communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xviii) select from a variety of art tools to communicate specific ideas in mixed-media	Student Edition 184-185-Ins 187-Ac Teacher Edition 184-185-Ins 187-Ac	SE Location How to... How to... TE Location How to... How to...
(2) Creative expression. The student communicates ideas through original artworks 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 communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xix) select from a variety of art tools to communicate specific ideas in photography	Student Edition 161-Ins Teacher Edition 162-Ins	SE Location Try It TE Location Internet Connection

(2) Creative expression. The student communicates ideas through original artworks 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 communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xx) select from a variety of art tools to communicate specific ideas in digital art and media	<u>Student Edition</u> 168-169-Ins 190-191-Ac <u>Teacher Edition</u> 168-169-Ins 190-191-Ac	<u>SE Location</u> How to... Studio Experience <u>TE Location</u> How to... 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) examine selected historical periods or styles of art to identify general themes and trends	(i) examine selected historical periods or styles of art to identify general themes	<u>Student Edition</u> 19-Ins 99-Ac <u>Teacher Edition</u> 53-Ins 99-Ac	<u>SE Location</u> Art History Art History <u>TE Location</u> Teaching Tip 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:	(A) examine selected historical periods or styles of art to identify general themes and trends	(ii) examine selected historical periods or styles of art to identify general trends	<u>Student Edition</u> 36-Ins 162-Ac <u>Teacher Edition</u> 17-Ins 119-Ac	<u>SE Location</u> Art History Art History <u>TE Location</u> Art History Art History
(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) analyze specific characteristics in artwork from a variety of cultures	(i) analyze specific characteristics in artwork from a variety of cultures	<u>Student Edition</u> 73-Ins <u>Teacher Edition</u> 7-Ins 7-Ac	<u>SE Location</u> Art History <u>TE Location</u> Interdisciplinary Connection Internet Connection
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(C) collaborate on community-based art projects	(i) collaborate on community-based art projects	<u>Student Edition</u> 185 <u>Teacher Edition</u> 184	<u>SE Location</u> Make a Collagraph <u>TE Location</u> Design Extension
(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 and research career, entrepreneurial, and avocational opportunities in art	(i) examine career opportunities in art	<u>Student Edition</u> 150-Ins 172-Ac <u>Teacher Edition</u> 10-Ins 135-Ac	<u>SE Location</u> Career Profile Career Profile <u>TE Location</u> Career Connection 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 and research career, entrepreneurial, and avocational opportunities in art	(ii) research career opportunities in art	<u>Student Edition</u> 22-Ins 130-Ac <u>Teacher Edition</u> 46-Ins 102-Ac	<u>SE Location</u> Career Profile Web Link <u>TE Location</u> Internet Connection Internet Connection
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(iii) examine entrepreneurial opportunities in art	<u>Student Edition</u> 150-Ins 172-Ac <u>Teacher Edition</u> 10-Ins 135-Ac	<u>SE Location</u> Career Profile Career Profile <u>TE Location</u> Career Connection 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 and research career, entrepreneurial, and avocational opportunities in art	(iv) research entrepreneurial opportunities in art	<u>Student Edition</u> 22-Ins 130-Ac <u>Teacher Edition</u> 46-Ins 102-Ac	<u>SE Location</u> Career Profile Web Link <u>TE Location</u> Internet Connection Internet Connection
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(v) examine avocational opportunities in art	<u>Student Edition</u> 22-Ins 130-Ac <u>Teacher Edition</u> 46-Ins 102-Ac	<u>SE Location</u> Career Profile Web Link <u>TE Location</u> Internet Connection Internet Connection

(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(vi) research avocational opportunities in art	<u>Student Edition</u> 150-Ins 172-Ac <u>Teacher Edition</u> 10-Ins 135-Ac	<u>SE Location</u> Career Profile Career Profile <u>TE Location</u> Career Connection Career Connection
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(i) interpret artistic decisions in artwork by self	<u>Student Edition</u> 21-Ins 45-Ac <u>Teacher Edition</u> 67-Ins 131-Ac	<u>SE Location</u> Check It Check It <u>TE Location</u> Chapter Review Answers Chapter 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 by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(ii) evaluate artistic decisions in artwork by self	<u>Student Edition</u> 65-Ins 81-Ac <u>Teacher Edition</u> 173-Ins 193-Ac	<u>SE Location</u> Check It Check It <u>TE Location</u> Chapter Review Answers Chapter 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 by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(iii) justify artistic decisions in artwork by self	<u>Student Edition</u> 67-Ins 129-Ac <u>Teacher Edition</u> 67-Ins 129-Ac	<u>SE Location</u> Chapter Review Journal Connection <u>TE Location</u> Chapter Review Answers Journal Connection
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(iv) interpret artistic decisions in artwork by peer	<u>Student Edition</u> 45-Ins <u>Teacher Edition</u> 45-Ins	<u>SE Location</u> Check It <u>TE Location</u> Check It
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(v) evaluate artistic decisions in artwork by peer	<u>Student Edition</u> 45-Ins <u>Teacher Edition</u> 45-Ins	<u>SE Location</u> Check It <u>TE Location</u> Check It
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(vi) justify artistic decisions in artwork by peer	<u>Student Edition</u> 45-Ins <u>Teacher Edition</u> 45-Ins	<u>SE Location</u> Check It <u>TE Location</u> Check It
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(vii) interpret artistic decisions in artwork by other artists	<u>Student Edition</u> 11-Ins 23-Ac <u>Teacher Edition</u> 11-Ins 23-As	<u>SE Location</u> Figure 1-12 Chapter Review <u>TE Location</u> Figure 1-12 Chapter 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 by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(viii) evaluate artistic decisions in artwork by other artists	<u>Student Edition</u> 47-Ins 67-Ac <u>Teacher Edition</u> 47-Ins 67-Ac	<u>SE Location</u> Chapter Review Chapter Review <u>TE Location</u> Chapter Review Answers Chapter 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 by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(ix) justify artistic decisions in artwork by other artists	<u>Student Edition</u> 103-Ins 193-Ac <u>Teacher Edition</u> 103-Ins 193-Ac	<u>SE Location</u> Chapter Review Chapter Review <u>TE Location</u> Chapter Review Answers Chapter 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:	(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> 47-Ins <u>Teacher Edition</u> 47-Ins	<u>SE Location</u> Chapter Review <u>TE Location</u> Chapter 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:	(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> 67-Ins <u>Teacher Edition</u> 67-Ins	<u>SE Location</u> Chapter Review <u>TE Location</u> Chapter 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:	(C) 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> 103-Ins <u>Teacher Edition</u> 103-Ins	<u>SE Location</u> For Your Portfolio <u>TE Location</u> For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning	(i) construct a physical or electronic portfolio by evaluating personal original artworks to provide evidence of learning	<u>Student Edition</u> 23-Ins 103-Ac <u>Teacher Edition</u> 103-Ins 131-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio <u>TE Location</u> For Your Portfolio For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning	(ii) construct a physical or electronic portfolio by analyzing personal original artworks to provide evidence of learning	<u>Student Edition</u> 131-Ins 151-Ac <u>Teacher Edition</u> 131-Ins 151-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) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(i) select original artwork to form precise conclusions about formal qualities	<u>Student Edition</u> 23-Ins 83-Ac <u>Teacher Edition</u> 23-Ins 83-Ac	<u>SE Location</u> Chapter Review Chapter Review <u>TE Location</u> Chapter Review Answers Chapter 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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(ii) select original artwork to form precise conclusions about historical contexts	<u>Student Edition</u> 103-Ins 151-Ac <u>Teacher Edition</u> 103-Ins 151-Ac	<u>SE Location</u> Chapter Review Chapter Review <u>TE Location</u> Chapter Review Answers Chapter 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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(iii) select original artwork to form precise conclusions about cultural contexts	<u>Student Edition</u> 18-Ins 53-Ac <u>Teacher Edition</u> 7-Ins 8-R	<u>SE Location</u> How to... Art History <u>TE Location</u> Internet Connection Art History
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(iv) select original artwork to form precise conclusions about intentions	<u>Student Edition</u> 47-Ins 193-Ac <u>Teacher Edition</u> 47-Ins 193-Ac	<u>SE Location</u> Chapter Review Chapter Review <u>TE Location</u> Chapter Review Answers Chapter 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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(v) select original artwork to form precise conclusions about meanings	<u>Student Edition</u> 67-Ins 193-Ac <u>Teacher Edition</u> 67-Ins 193-Ac	<u>SE Location</u> Chapter Review Writing About Art <u>TE Location</u> Chapter Review Answers 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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(vi) select portfolios to form precise conclusions about formal qualities	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(vii) select portfolios to form precise conclusions about historical contexts	<u>Student Edition</u> No Match <u>Teacher Edition</u> 111	<u>SE Location</u> No Match <u>TE Location</u> Design Extension
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(viii) select portfolios to form precise conclusions about cultural contexts	<u>Student Edition</u> 193 <u>Teacher Edition</u> 99	<u>SE Location</u> For Your Portfolio <u>TE Location</u> 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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(ix) select portfolios to form precise conclusions about intentions	<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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(x) select portfolios to form precise conclusions about meanings	<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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xi) select exhibitions to form precise conclusions about formal qualities	<u>Student Edition</u> No Match <u>Teacher Edition</u> 119 162	<u>SE Location</u> No Match <u>TE Location</u> Inquiry Internet 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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xii) select exhibitions to form precise conclusions about historical contexts	<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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xiii) select exhibitions to form precise conclusions about cultural contexts	<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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xiv) select exhibitions to form precise conclusions about intentions	<u>Student Edition</u> No Match <u>Teacher Edition</u> 166 188	<u>SE Location</u> No Match <u>TE Location</u> Art Criticism Interdisciplinary Connection
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xv) select exhibitions to form precise conclusions about meanings	<u>Student Edition</u> No Match <u>Teacher Edition</u> 120	<u>SE Location</u> No Match <u>TE Location</u> 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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xvi) analyze original artwork to form precise conclusions about formal qualities	<u>Student Edition</u> 23-Ins 47-Ac <u>Teacher Edition</u> 23-Ins 47-Ac	<u>SE Location</u> Chapter Review Writing About Art <u>TE Location</u> Chapter Review Answers 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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xvii) analyze original artwork to form precise conclusions about historical contexts	<u>Student Edition</u> 103-Ins 131-R <u>Teacher Edition</u> 103-Ins 131-R	<u>SE Location</u> Chapter Review Chapter Review <u>TE Location</u> Chapter Review Answers Chapter 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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxx) analyze exhibitions to form precise conclusions about meanings	<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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