

| <b>Correlations to the Texas Essential Knowledge and Skills (TEKS): Student Material</b>  |  |   |                      |                                  |                 |   |
|---|--|---|----------------------|----------------------------------|-----------------|---|
| <b>Subject</b>  | <b>Chapter 117. Texas Essential Knowledge and Skills for Fine Arts</b>   |   |                      |                                  |                 |   |
| <b>Subchapter</b>   | <b>Subchapter E. Middle School, Adopted 2013</b>   |   |                      |                                  |                 |   |
| <b>Course</b>   | <b>§117.204. Art, Middle School 3, Adopted 2013.</b>   |   |                      |                                  |                 |   |
| <b>Publisher</b>  | <b>Davis Publications, Inc.</b>  |   |                      |                                  |                 |   |
| <b>Program Title</b>  | <b>Experience Art</b>  |   |                      |                                  |                 |   |
| <b>Program ISBN</b>   | <b>978-1-64164-155-5</b>   |   |                      |                                  |                 |   |
| <b>(a) Introduction.</b>  |  |   |                      |                                  |                 |   |
| <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>  |  |   |                      |                                  |                 |   |
| <b>(b) Knowledge and skills.</b>  |  |   |                      |                                  |                 |   |
| <b>Knowledge and Skills Statement</b>   | <b>Student Expectation</b>   | <b>Breakout</b>                               | <b>Citation Type</b> | <b>Component ISBN</b>            | <b>Page (s)</b> | <b>Specific Location</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 artworks. The student is expected to:  | (A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international | (i) identify concepts from direct observation | Instruction          | 978-1-64164-155-5 (Student Book) | 82-83           | 2.2 Approaches to Artmaking: Creating Interest with Ordinary Objects                            |
|   |  |   | Activity             | 978-1-64164-155-5 (Student Book) | 84              | 2.2 Studio Investigations: Investigating Value, Texture, and Contrast: Investigate and Document |
|   |  |   | Activity             | 978-1-64164-155-5 (Student Book) | 86-87           | 2.2 Studio Experience: Drawing Objects with a Focus: Consider Your Choices                      |
|   |  |   | Assessment           | 978-1-64164-155-5 (Student Book) | 110             | 2 Daily Life Art Criticm  |

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| <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) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international</p> | <p>(ii) identify concepts from original sources</p>    | <p><b>Instruction</b></p> | <p>978-1-64164-155-5<br/>(Student Book)</p> | <p>226-227</p> | <p>5.4 Artist Stories: How Does Tanya Aguiniga Work?</p>                          |
|   |   |  | <p><b>Activity</b></p>    | <p>978-1-64164-155-5<br/>(Student Book)</p> | <p>230-231</p> | <p>5.4 Studio Experience: Weaving Our Borders: Consider Your Choices</p>          |
|   |   |  | <p><b>Assessment</b></p>  | <p>978-1-64164-155-5<br/>(Student Book)</p> | <p>237</p>     | <p>5 Place Unit Review: Write 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) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international</p> | <p>(iii) identify concepts from imagination</p>        | <p><b>Instruction</b></p> | <p>978-1-64164-155-5<br/>(Student Book)</p> | <p>132-133</p> | <p>3.3 Traditions: Changing Traditions in Collage and Mixed Media</p>             |
|   |   |  | <p><b>Activity</b></p>    | <p>978-1-64164-155-5<br/>(Student Book)</p> | <p>136-137</p> | <p>3.3 Studio Investigations: Investigating Collage: Investigate and Document</p> |
|   |   |  | <p><b>Assessment</b></p>  | <p>978-1-64164-155-5<br/>(Student Book)</p> | <p>152</p>     | <p>3 Identity Art Criticism: Responding to Art and Design</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) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international</p> | <p>(iv) identify concepts from personal experience</p> | <p><b>Instruction</b></p> | <p>978-1-64164-155-5<br/>(Student Book)</p> | <p>130-131</p> | <p>3.2 Evolving Ideas: Personal Narrative</p>                                     |

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|--|--|--|---------------|----------------------------------|----------|--|
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 138      | 3.3 Studio Experience: Collage Collaboration and Group Identity: Consider Your Choices |
|  |  |  | Assessment    | 978-1-64164-155-5 (Student Book) | 153      | 3 Identity Unit Review: For Your Portfolio   |
|  |  |  |               |                                  |          |  |
| (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: | (A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international | (v) identify concepts from communities           | Instruction   | 978-1-64164-155-5 (Student Book) | 200-201  | 5.1 Exploring the Theme: Community Places  |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 202-203  | 5.1 Studio Investigations: The Places You Go: Investigate and Document                 |
|  |  |  | Assessment    | 978-1-64164-155-5 (Student Book) | 236      | 5 Place Art Criticism  |
|  |  |  |               |                                  |          |  |
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|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 168-169  | 4.2 Studio Investigations: Drawing Nature Close-Up: Investigate and Document           |
|  |  |  | Assessment    | 978-1-64164-155-5 (Student Book) | 195      | 4 Nature Unit Review: For Your Portfolio   |
|  |  |  |               |                                  |          |  |

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|  |  |   | Activity      | 978-1-64164-155-5 (Student Book) | 254-255  | 6.2 Studio Experience: Creating a Collaged Response    |
|  |  |   | Activity      | 978-1-64164-155-5 (Student Book) | 264-265  | 6.3 Studio Experience: A Lesson in Print               |
|  |  |   | Assessment    | 978-1-64164-155-5 (Student Book) | 279      | 6 Lessons Unit Review: Presenting Art and 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: | (A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international | (viii) illustrate concepts from imagination       | Instruction   | 978-1-64164-155-5 (Student Book) | 302-303  | 7.3 Traditions: Materials and Methods of Sculpture     |
|  |  |   | Activity      | 978-1-64164-155-5 (Student Book) | 304-305  | 7.3 Studio Investigations: Investigating Wire Forms    |
|  |  |   | Activity      | 978-1-64164-155-5 (Student Book) | 306-307  | 7.3 Studio Experience: Creating a Fancy Festive Figure |
|  |  |   |               |                                  |          |  |
| (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: | (A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international | (ix) illustrate concepts from personal experience | Instruction   | 978-1-64164-155-5 (Student Book) | 116-117  | 3.1 Exploring the Theme: Shaping Identity              |
|  |  |   | Activity      | 978-1-64164-155-5 (Student Book) | 118-119  | 3.1 Studio Investigating Boxes, Drawers, and Doors     |

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|  |  |   | <b>Activity</b>    | 978-1-64164-155-5 (Student Book) | 120-121  | 3.1 Studio Experience: Identity Outside and In                                       |
|  |  |   | <b>Assessment</b>  | 978-1-64164-155-5 (Student Book) | 153      | 3 Identity Unit Review: For Your Portfolio   |
| (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: | (A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international | (x) illustrate concepts from communities  | <b>Instruction</b> | 978-1-64164-155-5 (Student Book) | 308-309  | 7.4 Artist Stories: Jordan Casteel Celebrates Community                              |
|  |  |   | <b>Activity</b>    | 978-1-64164-155-5 (Student Book) | 314-315  | 7.4 Studio Experience: Painting People You Know                                      |
|  |  |   | <b>Assessment</b>  | 978-1-64164-155-5 (Student Book) | 321      | 7 Celebrations Unit Review: Presenting Art and 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: | (B) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately                                     | (i) evaluate the elements of art, including line, as the fundamentals of art in personal artworks using vocabulary accurately | <b>Instruction</b> | 978-1-64164-155-5 (Student Book) | 166-167  | 4.2 Approaches to Artmaking: Introducing Drawing and Line                            |
|  |  |   | <b>Activity</b>    | 978-1-64164-155-5 (Student Book) | 169      | 4.2 Studio Investigations: Drawing Nature Close-Up: Reflect                          |
|  |  |   | <b>Instruction</b> | 978-1-64164-155-5 (Student Book) | 10       | Introduction: What visual tools do artists and designers use?: Elements of Art: Line |
|  |  |   | <b>Review</b>      | 978-1-64164-155-5 (Student Book) | 369      | Student Handbook: Elements of Art: Line  |

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|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 127      | 3.2 Studio Investigations: Investigating Shape and Scale: Reflect                              |
|  |  |  | Instruction   | 978-1-64164-155-5 (Student Book) | 11       | Introduction: What visual tools do artists and designers use?: Elements of Art: Shape and Form |
|  |  |  | Review        | 978-1-64164-155-5 (Student Book) | 369      | Student Handbook: Elements of Art: Shape and Form  |
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|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 43       | 1.2 Studio Investigations: Investigating Color: Reflect  |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 45       | 1.2 Studio Experience: Expressing Mood with Color: Reflect and Present                         |
|  |  |  | Instruction   | 978-1-64164-155-5 (Student Book) | 12       | Introduction: What visual tools do artists and designers use?: Elements of Art: Color          |
|  |  |  | Review        | 978-1-64164-155-5 (Student Book) | 371-372  | Student Handbook: Elements of Art: Color   |

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|   |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 85       | 2.2 Studio Investigations: Investigating Value, Texture, and Contrast: Reflect                          |
|   |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 87       | 2.2 Studio Experience: Drawing Objects with a Focus: Reflect and Present                                |
|   |   |  | Instruction   | 978-1-64164-155-5 (Student Book) | 13       | Introduction: What visual tools do artists and designers use?: Elements of Art: Texture                 |
|   |   |  | Review        | 978-1-64164-155-5 (Student Book) | 370      | Student Handbook: Elements of Art: Texture  |
| <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) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately</p> | <p>(v) evaluate the elements of art, including form, as the fundamentals of art in personal artworks using vocabulary accurately</p>     | Instruction   | 978-1-64164-155-5 (Student Book) | 290-293  | 7.2 Approaches to Artmaking: Form from Shape/Positive and Negative Shapes and Forms                     |
|   |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 297      | 7.2 Studio Experience: Forming Paper into Sculpture: Reflect and Present                                |
|   |   |  | Instruction   | 978-1-64164-155-5 (Student Book) | 11       | Introduction: What visual tools do artists and designers use?: Elements of Art: Shape and Form          |
|   |   |  | Review        | 978-1-64164-155-5 (Student Book) | 369      | Student Handbook: Elements of Art: Shape and Form   |
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|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 211      | 5.2 Studio Investigations: Investigating Linear Perspective: Reflect                                    |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 213      | 5.2 Studio Experience: Playful with Perspective: Reflect and Present                                    |
|  |  |  | Instruction   | 978-1-64164-155-5 (Student Book) | 13       | Introduction: What visual tools do artists and designers use?: Elements of Art: Space                   |
|  |  |  | Review        | 978-1-64164-155-5 (Student Book) | 370      | Student Handbook: Elements of Art: Space  |
| (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) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately | (vii) evaluate the elements of art, including value, as the fundamentals of art in personal artworks using vocabulary accurately | Instruction   | 978-1-64164-155-5 (Student Book) | 80-83    | 2.2 Approaches to Artmaking: Using Value, Texture, and Contrast/Creating Interest with Ordinary Objects |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 85       | 2.2 Studio Investigations: Investigating Value, Texture, and Contrast: Reflect                          |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 87       | 2.2 Studio Experience: Drawing Objects with a Focus: Reflect and Present                                |
|  |  |  | Instruction   | 978-1-64164-155-5 (Student Book) | 12       | Introduction: What visual tools do artists and designers use?: Elements of Art: Value                   |
|  |  |  | Review        | 978-1-64164-155-5 (Student Book) | 372      | Student Handbook: Elements of Art: Value  |



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|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 213      | 5.2 Studio Experience: Playful with Perspective: Reflect and Present   |
|  |  |  | Instruction   | 978-1-64164-155-5 (Student Book) | 15       | Introduction: What visual tools do artists and designers use?: Principles of Design: Emphasis and Contrast         |
|  |  |  | Review        | 978-1-64164-155-5 (Student Book) | 373      | Student Handbook: Principles of Design: Emphasis   |
| (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) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately | (ii) evaluate the principles of design, including repetition/pattern, in personal artworks using vocabulary accurately | Instruction   | 978-1-64164-155-5 (Student Book) | 332-335  | 8.2 Approaches to Artmaking: Using Unity, Variety, and Pattern/Beauty through Decoration                           |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 337      | 8.2 Studio Investigations: Investigating Pattern: Reflect  |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 339      | 8.2 Studio Experience: Beauty in Personal Adornment: Reflect and Present   |
|  |  |  | Instruction   | 978-1-64164-155-5 (Student Book) | 15       | Introduction: What visual tools do artists and designers use?: Principles of Design: Movement, Rhythm, and Pattern |
|  |  |  | Review        | 978-1-64164-155-5 (Student Book) | 375      | Student Handbook: Principles of Design: Pattern  |
|  |  |  |               |                                  |          |  |

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| (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: | (C) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately | (iii) evaluate the principles of design, including movement/rhythm, in personal artworks using vocabulary accurately | Instruction   | 978-1-64164-155-5 (Student Book) | 248-251  | 6.2 Approaches to Artmaking: Lessons with Balance, Rhythm, and Movement/Using Movement and Rhythm                  |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 253      | 6.2 Studio Investigations: Investigating Balance, Rhythm, and Movement: Reflect                                    |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 255      | 6.2 Studio Experience: Creating a Collaged Response: Reflect and Present   |
|  |  |  | Instruction   | 978-1-64164-155-5 (Student Book) | 15       | Introduction: What visual tools do artists and designers use?: Principles of Design: Movement, Rhythm, and Pattern |
|  |  |  | Review        | 978-1-64164-155-5 (Student Book) | 376      | Student Handbook: Principles of Design: Movement and Rhythm  |
| (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) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately | (iv) evaluate the principles of design, including contrast/variety, in personal artworks using vocabulary accurately | Instruction   | 978-1-64164-155-5 (Student Book) | 82-83    | 2.2 Approaches to Artmaking: Creating Interest with Ordinary Objects   |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 85       | 2.2 Studio Investigations: Investigating Value, Texture, and Contrast: Reflect                                     |
|  |  |  | Instruction   | 978-1-64164-155-5 (Student Book) | 332-333  | 8.2 Approaches to Artmaking: Using Unity, Variety, and Pattern   |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 339      | 8.2 Studio Experience: Beauty in Personal Adornment: Reflect and Present   |
|  |  |  | Review        | 978-1-64164-155-5 (Student Book) | 374      | Student Handbook: Principles of Design: Variety  |

| Knowledge and Skills Statement   | Student Expectation  | Breakout   | Citation Type | Component ISBN                   | Page (s) | Specific Location   |
|--|--|--|---------------|----------------------------------|----------|---|
| (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: | (C) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately | (v) evaluate the principles of design, including balance, in personal artworks using vocabulary accurately     | Instruction   | 978-1-64164-155-5 (Student Book) | 248-251  | 6.2 Approaches to Artmaking: Lessons with Balance, Rhythm, and Movement/Using Movement and Rhythm         |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 253      | 6.2 Studio Investigations: Investigating Balance, Rhythm, and Movement: Reflect                           |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 255      | 6.2 Studio Experience: Creating a Collaged Response: Reflect and Present                                  |
|  |  |  | Instruction   | 978-1-64164-155-5 (Student Book) | 16       | Introduction: What visual tools do artists and designers use?: Principles of Design: Balance              |
|  |  |  | Review        | 978-1-64164-155-5 (Student Book) | 373      | Student Handbook: Principles of Design: Balance   |
| (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) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately | (vi) evaluate the principles of design, including proportion, in personal artworks using vocabulary accurately | Instruction   | 978-1-64164-155-5 (Student Book) | 122-125  | 3.2 Approaches to Artmaking: Expressing Identity with Shape and Scale/Experiencing Scale                  |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 127      | 3.2 Studio Investigations: Investigating Shape and Scale: Reflect   |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 287      | 7.1 Studio Investigations: Investigating Portraits and Proportions: Reflect                               |
|  |  |  | Instruction   | 978-1-64164-155-5 (Student Book) | 14       | Introduction: What visual tools do artists and designers use?: Principles of Design: Scale and Proportion |
|  |  |  | Review        | 978-1-64164-155-5 (Student Book) | 375      | Student Handbook: Principles of Design: Proportion and Scale  |

| Knowledge and Skills Statement   | Student Expectation  | Breakout   | Citation Type | Component ISBN                   | Page (s) | Specific Location  |
|--|--|--|---------------|----------------------------------|----------|--|
| (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: | (C) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately | (vii) evaluate the principles of design, including unity, in personal artworks using vocabulary accurately           | Instruction   | 978-1-64164-155-5 (Student Book) | 332-335  | 8.2 Approaches to Artmaking: Using Unity, Variety, and Pattern/Beauty through Decoration                           |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 337      | 8.2 Studio Investigations: Investigating Pattern: Reflect  |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 339      | 8.2 Studio Experience: Beauty in Personal Adornment: Reflect and Present   |
|  |  |  | Instruction   | 978-1-64164-155-5 (Student Book) | 17       | Introduction: What visual tools do artists and designers use?: Principles of Design: Unity                         |
|  |  |  | Review        | 978-1-64164-155-5 (Student Book) | 374      | Student Handbook: Principles of Design: Unity  |
| (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) compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately                                      | (i) compare and contrast the expressive properties of artworks, including appropriation, using vocabulary accurately | Instruction   | 978-1-64164-155-5 (Student Book) | 214      | 5.2 Evolving Ideas: Appropriation: What Is Appropriation?  |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 215      | 5.2 Evolving Ideas: Appropriation: Using Appropriation   |
|  |  |  | Instruction   | 978-1-64164-155-5 (Student Book) | 20       | Introduction: What visual tools do artists and designers use?: Evolving Ideas and Strategies: Appropriation        |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 27       | Introduction: How do artists and designers act ethically and responsibly as they create their work?: Appropriation |
|  |  |  | Review        | 978-1-64164-155-5 (Student Book) | 379      | Student Handbook: Evolving Ideas: Appropriation  |

| Knowledge and Skills Statement   | Student Expectation   | Breakout   | Citation Type | Component ISBN                   | Page (s) | Specific Location  |
|--|---|--|---------------|----------------------------------|----------|--|
| (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: | (D) compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately | (ii) compare and contrast the expressive properties of artworks, including meaning, using vocabulary accurately    | Instruction   | 978-1-64164-155-5 (Student Book) | 114-115  | 3.1 Exploring the Theme: Sources of Identity   |
|  |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 116-117  | 3.1 Exploring the Theme: Shaping Identity  |
|  |   |  | Instruction   | 978-1-64164-155-5 (Student Book) | 198-199  | 5.1 Exploring the Theme: Connecting with Places  |
|  |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 200-201  | 5.1 Exploring the Theme: Community Places  |
|  |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 298-299  | 7.2 Evolving Ideas: Layering   |
| (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) compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately | (iii) compare and contrast the expressive properties of artworks, including narrative, using vocabulary accurately | Instruction   | 978-1-64164-155-5 (Student Book) | 130      | 3.2 Evolving Ideas: Personal Narrative: What Is Personal Narrative?  |
|  |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 131      | 3.2 Evolving Ideas: Personal Narrative: Using Personal Narrative   |
|  |   |  | Instruction   | 978-1-64164-155-5 (Student Book) | 19       | Introduction: What visual tools do artists and designers use?: Evolving Ideas and Strategies: Personal Narrative |
|  |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 32-33    | 1.1 Exploring the Theme: Messages about Our Lives (Captions)   |
|  |   |  | Review        | 978-1-64164-155-5 (Student Book) | 378      | Student Handbook: Evolving Ideas: Personal Narrative   |

| Knowledge and Skills Statement   | Student Expectation  | Breakout  | Citation Type | Component ISBN                   | Page (s) | Specific Location  |
|--|--|---|---------------|----------------------------------|----------|--|
| (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: | (D) compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately          | (iv) compare and contrast the expressive properties of artworks, including message, using vocabulary accurately | Instruction   | 978-1-64164-155-5 (Student Book) | 30-31    | 1.1 Exploring the Theme: Messages in Art and Design                          |
|  |  |   | Activity      | 978-1-64164-155-5 (Student Book) | 32-33    | 1.1 Exploring the Theme: Messages about Our Lives (Captions)                 |
|  |  |   | Activity      | 978-1-64164-155-5 (Student Book) | 47       | 1.2 Evolving Ideas: Recontextualization: Using Recontextualization           |
|  |  |   |               |                                  |          |  |
| (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) compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately          | (v) compare and contrast the expressive properties of artworks, including symbol, using vocabulary accurately   | Instruction   | 978-1-64164-155-5 (Student Book) | 240-241  | 6.1 Exploring the Theme: Learning from Art and Design                        |
|  |  |   | Activity      | 978-1-64164-155-5 (Student Book) | 244      | 6.1 Studio Investigations: Investigating Lettering; Investigate and Document |
|  |  |   | Instruction   | 978-1-64164-155-5 (Student Book) | 243      | 6.1 Exploring the Theme: Lessons from the Past: People Who Made a Difference |
|  |  |   | Activity      | 978-1-64164-155-5 (Student Book) | 257      | 6.2 Evolving Ideas: Text and Image: Using Text and Image                     |
|  |  |   |               |                                  |          |  |
| (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 artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and the community | (i) create original artworks expressing themes found through direct observation                                 | Instruction   | 978-1-64164-155-5 (Student Book) | 164-165  | 4.2 Approaches to Artmaking: Observing and Drawing for Understanding         |
|  |  |   | Activity      | 978-1-64164-155-5 (Student Book) | 170-171  | 4.2 Studio Experience: A Nature-Themed Drawing                               |

| Knowledge and Skills Statement  | Student Expectation   | Breakout   | Citation Type      | Component ISBN                      | Page (s) | Specific Location   |
|---|---|--|--------------------|-------------------------------------|----------|---|
|   |   |  | <b>Assessment</b>  | 978-1-64164-155-5<br>(Student Book) | 195      | 4 Nature Unit Review: For Your Portfolio                              |
|   |   |  |                    |                                     |          |   |
| (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 artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community | (ii) create original artworks expressing themes found through original sources                         | <b>Instruction</b> | 978-1-64164-155-5<br>(Student Book) | 258-259  | 6.3 Traditions: Lessons in Print                                      |
|   |   |  | <b>Activity</b>    | 978-1-64164-155-5<br>(Student Book) | 264-265  | 6.3 Studio Experience: A Lesson in Print                              |
|   |   |  | <b>Assessment</b>  | 978-1-64164-155-5<br>(Student Book) | 279      | 6 Lessons Unit Review: Presenting Art and Design                      |
|   |   |  |                    |                                     |          |   |
| (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 artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community | (iii) create original artworks expressing themes found through personal experiences, including memory  | <b>Instruction</b> | 978-1-64164-155-5<br>(Student Book) | 122-123  | 3.2 Approaches to Artmaking: Expressing Identity with Shape and Scale |
|   |   |  | <b>Activity</b>    | 978-1-64164-155-5<br>(Student Book) | 128-129  | 3.2 Studio Experience: Shaping Your Influences                        |
|   |   |  | <b>Assessment</b>  | 978-1-64164-155-5<br>(Student Book) | 153      | 3 Identity Unit Review: For Your Portfolio                            |
|   |   |  |                    |                                     |          |   |
| (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 artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community | (iv) create original artworks expressing themes found through personal experiences, including identity | <b>Instruction</b> | 978-1-64164-155-5<br>(Student Book) | 114-115  | 3.1 Exploring the Theme: Sources of Identity                          |
|   |   |  | <b>Activity</b>    | 978-1-64164-155-5<br>(Student Book) | 120-121  | 3.1 Studio Experience: Identity Outside and In                        |
|   |   |  | <b>Assessment</b>  | 978-1-64164-155-5<br>(Student Book) | 153      | 3 Identity Unit Review: Presenting Art and Design                     |
|   |   |  |                    |                                     |          |   |

| Knowledge and Skills Statement   | Student Expectation  | Breakout  | Citation Type             | Component ISBN                              | Page (s)       | Specific Location   |
|--|--|---|---------------------------|---|----------------|---|
| <p>(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:</p> | <p>(A) create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community</p> | <p>(v) create original artworks expressing themes found through personal experiences, including imagination</p> | <p><b>Instruction</b></p> | <p>978-1-64164-155-5<br/>(Student Book)</p> | <p>38-41</p>   | <p>1.2 Approaches to Artmaking: Connecting with Color/Color and Culture</p> |
|  |  |   | <p><b>Activity</b></p>    | <p>978-1-64164-155-5<br/>(Student Book)</p> | <p>43</p>      | <p>1.2 Studio Investigations: Investigating Color: Reflect</p>              |
|  |  |   | <p><b>Activity</b></p>    | <p>978-1-64164-155-5<br/>(Student Book)</p> | <p>44-45</p>   | <p>1.2 Studio Experience: Expressing Mood with Color</p>                    |
|  |  |   |                           |   |                |   |
| <p>(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:</p> | <p>(A) create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community</p> | <p>(vi) create original artworks expressing themes found through the community</p>                              | <p><b>Instruction</b></p> | <p>978-1-64164-155-5<br/>(Student Book)</p> | <p>310-311</p> | <p>7.4 Artist Stories: How Does Jordan Casteel Work?</p>                    |
|  |  |   | <p><b>Activity</b></p>    | <p>978-1-64164-155-5<br/>(Student Book)</p> | <p>314-315</p> | <p>7.4 Studio Experience: Painting People You Know</p>                      |
|  |  |   | <p><b>Assessment</b></p>  | <p>978-1-64164-155-5<br/>(Student Book)</p> | <p>321</p>     | <p>7 Celebrations Unit Review: Presenting Art and Design</p>                |
|  |  |   |                           |   |                |   |
| <p>(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:</p> | <p>(B) apply the art-making process to solve problems and generate design solutions</p>  | <p>(i) apply the art-making process to solve problems</p>   | <p><b>Instruction</b></p> | <p>978-1-64164-155-5<br/>(Student Book)</p> | <p>218-219</p> | <p>5.3 Traditions: Onward and Upward</p>                                    |
|  |  |   | <p><b>Activity</b></p>    | <p>978-1-64164-155-5<br/>(Student Book)</p> | <p>220-221</p> | <p>5.3 Studio Investigations: Investigating Three-Dimensional Forms</p>     |
|  |  |   | <p><b>Activity</b></p>    | <p>978-1-64164-155-5<br/>(Student Book)</p> | <p>222-223</p> | <p>5.3 Studio Experience: Planning for Play</p>                             |
|  |  |   | <p><b>Assessment</b></p>  | <p>978-1-64164-155-5<br/>(Student Book)</p> | <p>237</p>     | <p>5 Place Unit Review: Presenting Art and Design</p>                       |
|  |  |   |                           |   |                |   |



| Knowledge and Skills Statement  | Student Expectation   | Breakout   | Citation Type | Component ISBN                   | Page (s) | Specific Location   |
|---|---|--|---------------|----------------------------------|----------|---|
| (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 the art-making process to solve problems and generate design solutions  | (ii) apply the art-making process to generate design solutions                   | Instruction   | 978-1-64164-155-5 (Student Book) | 344-345  | 8.3 Traditions: How Do Designers Work?                            |
|   |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 346-347  | 8.3 Studio Investigations: Investigating Design Solutions         |
|   |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 348-349  | 8.3 Studio Experience: Designing Objects for Living               |
| (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) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media | (i) create artworks by selecting appropriate art materials, including drawings   | Instruction   | 978-1-64164-155-5 (Student Book) | 166-167  | 4.2 Approaches to Artmaking: Introducing Drawing and Line         |
|   |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 168-169  | 4.2 Studio Investigations: Drawing Nature Close-Up                |
|   |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 170-171  | 4.2 Studio Experience: A Nature-Themed Drawing                    |
| (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) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media | (ii) create artworks by selecting appropriate art materials, including paintings | Instruction   | 978-1-64164-155-5 (Student Book) | 48-49    | 1.3 Traditions: Painted Expressions                               |
|   |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 52-53    | 1.3 Studio Investigations: Investigating Paint and Painting Tools |
|   |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 54-55    | 1.3 Studio Experience: Exploring Boundaries                       |

| Knowledge and Skills Statement  | Student Expectation   | Breakout  | Citation Type | Component ISBN                      | Page (s) | Specific Location   |
|---|---|---|---------------|-------------------------------------|----------|---|
| (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) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media | (iii) create artworks by selecting appropriate art materials, including prints                  | Instruction   | 978-1-64164-155-5<br>(Student Book) | 260-261  | 6.3 Traditions: Making a Print                                    |
|   |   |   | Activity      | 978-1-64164-155-5<br>(Student Book) | 262-263  | 6.3 Studio Investigations: Investigating Printmaking              |
|   |   |   | Activity      | 978-1-64164-155-5<br>(Student Book) | 264-265  | 6.3 Studio Experience: A Lesson in Print                          |
|   |   |   |               |                                     |          |   |
| (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) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media | (iv) create artworks by selecting appropriate art materials, including sculptures/modeled forms | Instruction   | 978-1-64164-155-5<br>(Student Book) | 302-303  | 7.3 Traditions: Materials and Methods of Sculpture                |
|   |   |   | Activity      | 978-1-64164-155-5<br>(Student Book) | 304-305  | 7.3 Studio Investigations: Investigating Wire Forms               |
|   |   |   | Activity      | 978-1-64164-155-5<br>(Student Book) | 306-307  | 7.3 Studio Experience: Creating a Fancy Festive Figure            |
|   |   |   |               |                                     |          |   |
| (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) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media | (v) create artworks by selecting appropriate art materials, including ceramics                  | Instruction   | 978-1-64164-155-5<br>(Student Book) | 90-91    | 2.3 Traditions: Pottery in Our Lives                              |
|   |   |   | Activity      | 978-1-64164-155-5<br>(Student Book) | 94-95    | 2.3 Studio Investigations: Investigating Coiling and Joining Clay |
|   |   |   | Activity      | 978-1-64164-155-5<br>(Student Book) | 96-97    | 2.3 Studio Experience: Make and Decorate a Functional Coil Pot    |
|   |   |   |               |                                     |          |   |

| Knowledge and Skills Statement   | Student Expectation  | Breakout  | Citation Type | Component ISBN                   | Page (s) | Specific Location   |
|--|--|---|---------------|----------------------------------|----------|---|
| <p>(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:</p> | <p>(C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media</p> | <p>(vi) create artworks by selecting appropriate art materials, including fiber art</p>               | Instruction   | 978-1-64164-155-5 (Student Book) | 226-227  | 5.4 Artist Stories: How Does Tanya Aguina Work?   |
|  |  |   | Activity      | 978-1-64164-155-5 (Student Book) | 228-229  | 5.4 Studio Investigations: Investigating Weaving  |
|  |  |   | Activity      | 978-1-64164-155-5 (Student Book) | 230-231  | 5.4 Studio Experience: Weaving Our Borders  |
|  |  |   |               |                                  |          |   |
| <p>(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:</p> | <p>(C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media</p> | <p>(vii) create artworks by selecting appropriate art materials, including photographic imagery</p>   | Instruction   | 978-1-64164-155-5 (Student Book) | 72-73    | 2.1 Exploring the Theme: Recording Our Daily Life   |
|  |  |   | Activity      | 978-1-64164-155-5 (Student Book) | 76-77    | 2.1 Studio Investigations: Explorations in Photography  |
|  |  |   | Activity      | 978-1-64164-155-5 (Student Book) | 78-79    | 2.1 Studio Experience: Capturing a Day  |
|  |  |   |               |                                  |          |   |
| <p>(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:</p> | <p>(C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media</p> | <p>(viii) create artworks by selecting appropriate art materials, including digital art and media</p> | Instruction   | 978-1-64164-155-5 (Student Book) | 328-329  | 8.1 Studio Investigations: Investigating Your Ideas about Beauty  |
|  |  |   | Activity      | 978-1-64164-155-5 (Student Book) | 330-331  | 8.1 Studio Experience: Beauty in Time   |
|  |  |   | Instruction   | 978-1-64164-155-5 (Student Book) | 191      | 4.5 Making Connections: STEAM: Science and Technology: Mel Chin: A Virtual View into the Future: Next Steps |
|  |  |   |               |                                  |          |   |

| Knowledge and Skills Statement  | Student Expectation  | Breakout  | Citation Type | Component ISBN                   | Page (s) | Specific Location  |
|---|--|---|---------------|----------------------------------|----------|--|
| (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) use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination | (i) use an understanding of copyright to appropriate imagery when working from sources rather than direct observation or imagination      | Instruction   | 978-1-64164-155-5 (Student Book) | 214-215  | 5.2 Evolving Ideas: Appropriation  |
|   |  |   | Activity      | 978-1-64164-155-5 (Student Book) | 136-137  | 3.3 Studio Investigations: Investigating Collage   |
|   |  |   | Activity      | 978-1-64164-155-5 (Student Book) | 138-139  | 3.3 Studio Experience: Collage Collaboration and Group Identity  |
|   |  |   | Instruction   | 978-1-64164-155-5 (Student Book) | 27       | Introduction: How do artists and designers act ethically and responsibly as they create their work?: Appropriation |
|   |  |   | Review        | 978-1-64164-155-5 (Student Book) | 367-368  | Student Handbook: Online Safety and Responsibility: Copyright  |
| (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) use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination | (ii) use an understanding of public domain to appropriate imagery when working from sources rather than direct observation or imagination | Instruction   | 978-1-64164-155-5 (Student Book) | 58-59    | 1.4 Artist Stories: How Does Kehinde Wiley Work?   |
|   |  |   | Activity      | 978-1-64164-155-5 (Student Book) | 62-63    | 1.4 Studio Experience: Posing with History   |
|   |  |   | Instruction   | 978-1-64164-155-5 (Student Book) | 26-27    | Introduction: How do artists and designers act ethically and responsibly as they create their work?                |
|   |  |   | Review        | 978-1-64164-155-5 (Student Book) | 367-368  | Student Handbook: Online Safety and Responsibility: Copyright  |
|   |  |   |               |                                  |          |  |
| (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) create experimental artworks using installation, performance, or collaboration   | (i) create experimental artworks using installation, performance, or collaboration  | Instruction   | 978-1-64164-155-5 (Student Book) | 184-185  | 4.4 Artist Stories: How Does Mark Dion Work?   |
|   |  |   | Activity      | 978-1-64164-155-5 (Student Book) | 186-187  | 4.4 Studio Investigations: Investigating Issues and Installations  |
|   |  |   | Activity      | 978-1-64164-155-5 (Student Book) | 188-189  | 4.4 Studio Experience: Create an Installation  |
|   |  |   | Instruction   | 978-1-64164-155-5 (Student Book) | 226-227  | 5.4 Artist Stories: How Does Tanya Aquiniga Work?  |
|   |  |   |               |                                  |          |  |

| Knowledge and Skills Statement   | Student Expectation  | Breakout   | Citation Type | Component ISBN                   | Page (s) | Specific Location  |
|--|--|--|---------------|----------------------------------|----------|--|
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 230-231  | 5.4 Studio Experience: Weaving Our Borders   |
| (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) analyze ways in which global, contemporary, historical, and political issues have influenced art | (i) analyze ways in which global issues have influenced art        | Instruction   | 978-1-64164-155-5 (Student Book) | 40-41    | 1.2 Approaches to Artmaking: Color and Culture   |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 46-47    | 1.2 Evolving Ideas: Recontextualization  |
|  |  |  | Instruction   | 978-1-64164-155-5 (Student Book) | 50-51    | 1.3 Traditions: Traditions in Painting   |
|  |  |  | Instruction   | 978-1-64164-155-5 (Student Book) | 124-125  | 3.2 Approaches to Artmaking: Experiencing Scale  |
|  |  |  | Assessment    | 978-1-64164-155-5 (Student Book) | 152      | 3 Identity Art Criticism: Responding to Art and Design   |
| (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) analyze ways in which global, contemporary, historical, and political issues have influenced art | (ii) analyze ways in which contemporary issues have influenced art | Instruction   | 978-1-64164-155-5 (Student Book) | 116-117  | 3.1 Exploring the Theme: Shaping Identity  |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 130-131  | 3.2 Evolving Ideas: Personal Narrative   |
|  |  |  | Instruction   | 978-1-64164-155-5 (Student Book) | 140-141  | 3.4 Artist Stories: Rose B. Simpson and Identity   |
|  |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 148-149  | 3.5 Making Connections: STEAM: Science and Technology: Heather Dewey-Hagborg: Portraits of DNA |
| (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) analyze ways in which global, contemporary, historical, and political issues have influenced art | (iii) analyze ways in which historical issues have influenced art  | Instruction   | 978-1-64164-155-5 (Student Book) | 242-243  | 6.1 Exploring the Theme: Lessons from the Past   |
|  |  |  | Assessment    | 978-1-64164-155-5 (Student Book) | 279      | 6 Lessons Unit Review: Presenting Art and Design   |
|  |  |  | Instruction   | 978-1-64164-155-5 (Student Book) | 250-251  | 6.2 Approaches to Artmaking: Using Movement and Rhythm   |
|  |  |  | Instruction   | 978-1-64164-155-5 (Student Book) | 46-47    | 1.2 Evolving Ideas: Recontextualization  |
|  |  |  | Instruction   | 978-1-64164-155-5 (Student Book) | 227      | 6.5 Making Connections: Art History: Judy Chicago Invites Women in History to the Table        |

| Knowledge and Skills Statement   | Student Expectation   | Breakout   | Citation Type | Component ISBN                   | Page (s) | Specific Location   |
|--|---|--|---------------|----------------------------------|----------|---|
| (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) analyze ways in which global, contemporary, historical, and political issues have influenced art  | (iv) analyze ways in which political issues have influenced art                | Instruction   | 978-1-64164-155-5 (Student Book) | 258-259  | 6.3 Traditions: Lessons in Print  |
|  |   |  | Assessment    | 978-1-64164-155-5 (Student Book) | 320      | 7 Celebrations Art Criticism: Responding to Art and Design                                |
|  |   |  | Instruction   | 978-1-64164-155-5 (Student Book) | 260-261  | 6.3 Traditions: Making a Print (Captions)   |
|  |   |  | Instruction   | 978-1-64164-155-5 (Student Book) | 67       | 1.5 Making Connections: Art History: The Olmec Heads of Ancient Mesoamerica               |
|  |   |  | Instruction   | 978-1-64164-155-5 (Student Book) | 361      | 8.5 Making Connections: Art History: Noble Beauty in Royal Heads                          |
| (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 cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy | (i) analyze cultural ideas expressed in artworks relating to social themes     | Instruction   | 978-1-64164-155-5 (Student Book) | 198-201  | 5.1 Exploring the Theme: Connecting with Places/Community Places                          |
|  |   |  | Assessment    | 978-1-64164-155-5 (Student Book) | 236      | 5 Place Art Criticism: Responding to Art and Design                                       |
|  |   |  | Assessment    | 978-1-64164-155-5 (Student Book) | 279      | 6 Lessons Unit Review: Write about Art  |
|  |   |  | Instruction   | 978-1-64164-155-5 (Student Book) | 109      | 2.5 Making Connections: Art History: Pieter Bruegel the Elder and Daily Life as He Saw It |
|  |   |  | Instruction   | 978-1-64164-155-5 (Student Book) | 235      | 5.5 Making Connections: Art History: A Place Known around the World                       |
| (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 cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy | (ii) analyze cultural ideas expressed in artworks relating to political themes | Instruction   | 978-1-64164-155-5 (Student Book) | 258-259  | 6.3 Traditions: Lessons in Print  |
|  |   |  | Assessment    | 978-1-64164-155-5 (Student Book) | 320      | 7 Celebrations Art Criticism: Responding to Art and Design                                |
|  |   |  | Instruction   | 978-1-64164-155-5 (Student Book) | 260-261  | 6.3 Traditions: Making a Print (Captions)   |

| Knowledge and Skills Statement   | Student Expectation   | Breakout   | Citation Type | Component ISBN                   | Page (s) | Specific Location  |
|--|---|--|---------------|----------------------------------|----------|--|
|  |   |  | Instruction   | 978-1-64164-155-5 (Student Book) | 67       | 1.5 Making Connections: Art History: The Olmec Heads of Ancient Mesoamerica  |
|  |   |  | Instruction   | 978-1-64164-155-5 (Student Book) | 361      | 8.5 Making Connections: Art History: Noble Beauty in Royal Heads   |
| (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 cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy | (iii) analyze cultural ideas expressed in artworks relating to environmental themes        | Instruction   | 978-1-64164-155-5 (Student Book) | 172-173  | 4.2 Evolving Ideas: Hybridity  |
|  |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 190-191  | 4.5 Making Connections: STEAM Science and Technology: Mel Chin: A Virtual View into the Future                         |
|  |   |  | Assessment    | 978-1-64164-155-5 (Student Book) | 194      | 4 Nature Art Criticism: Responding to Art and Design   |
|  |   |  | Assessment    | 978-1-64164-155-5 (Student Book) | 64-65    | 1.5 Making Connections: STEAM: Science and Technology: Nathalie Miebach: Weaving the Weather                           |
|  |   |  | Assessment    | 978-1-64164-155-5 (Student Book) | 278      | 6 Lessons Art Criticism: Responding to Art and Design  |
| (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) evaluate the relationships that exist among a society's art, music, theatre, and dance  | (i) evaluate the relationships that exist among a society's art, music, theatre, and dance | Instruction   | 978-1-64164-155-5 (Student Book) | 198      | 5.1 Exploring the Theme: Connecting with Places  |
|  |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 65       | 1.5 Making Connections: STEAM: Science and Technology: Nathalie Miebach: Weaving the Weather: Look, Think, and Respond |
|  |   |  | Instruction   | 978-1-64164-155-5 (Student Book) | 206      | 5.2 Connections through Space and Emphasis (Caption)   |
|  |   |  | Instruction   | 978-1-64164-155-5 (Student Book) | 25       | Introduction: What traditions do artists and designers follow?: Craft Traditions                                       |
|  |   |  | Instruction   | 978-1-64164-155-5 (Student Book) | 142-143  | 3.4 Artist Stories: How Does Rose B. Simpson Work?   |

| Knowledge and Skills Statement   | Student Expectation   | Breakout  | Citation Type | Component ISBN                   | Page (s) | Specific Location  |
|--|---|---|---------------|----------------------------------|----------|--|
| (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: | (D) compare and contrast career and avocational opportunities in art such as various design, museum, and fine arts fields                                     | (i) compare and contrast career and avocational opportunities in art                        | Instruction   | 978-1-64164-155-5 (Student Book) | 108      | 2.5 Making Connections: Careers: Product Design                                      |
|  |   |   | Assessment    | 978-1-64164-155-5 (Student Book) | 111      | 2 Daily Life Unit Review: Write about Art  |
|  |   |   | Instruction   | 978-1-64164-155-5 (Student Book) | 192      | 4.5 Making Connections: Careers: Scientific Illustrator                              |
|  |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 195      | 4 Nature Unit Review: Write about Art  |
|  |   |   | Instruction   | 978-1-64164-155-5 (Student Book) | 318      | 7.5 Making Connections: Careers: Game Designer                                       |
| (4) Critical evaluation and response. The student responds to and analyzes 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) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression | (i) create written responses about personal or collaborative artworks addressing purpose    | Instruction   | 978-1-64164-155-5 (Student Book) | 4-7      | Introduction: Why do people make art and design?                                     |
|  |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 97       | 2.3 Studio Experience: Make and Decorate a Functional Coil Pot: Reflect and Present  |
|  |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 223      | 5.3 Studio Experience: Planning for Play: Reflect and Present                        |
|  |   |   | Assessment    | 978-1-64164-155-5 (Student Book) | 68       | 1 Messages Art Criticism: Responding to Art and Design                               |
|  |   |   | Assessment    | 978-1-64164-155-5 (Student Book) | 194      | 4 Nature Art Criticism: Responding to Art and Design                                 |
| (4) Critical evaluation and response. The student responds to and analyzes 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) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression | (ii) create written responses about personal or collaborative artworks addressing technique | Instruction   | 978-1-64164-155-5 (Student Book) | 260-261  | 6.3 Traditions: Making a Print   |
|  |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 263      | 6.3 Studio Investigations: Investigating Printmaking: Reflect                        |
|  |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 265      | 6.3 Studio Experience: A Lesson in Print: Reflect and Present                        |
|  |   |   | Assessment    | 978-1-64164-155-5 (Student Book) | 279      | 6 Lessons Unit Review: For Your Portfolio  |
|  |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 139      | 3.3 Studio Experience: Collage Collaboration and Group Identity: Reflect and Present |



| Knowledge and Skills Statement  | Student Expectation   | Breakout   | Citation Type | Component ISBN                   | Page (s) | Specific Location   |
|---|---|--|---------------|----------------------------------|----------|---|
| (4) Critical evaluation and response. The student responds to and analyzes 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) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression | (iii) create written responses about personal or collaborative artworks addressing organization      | Instruction   | 978-1-64164-155-5 (Student Book) | 206      | 5.2 Connections through Space and Emphasis  |
|   |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 211      | 5.2 Studio Investigations: Investigating Linear Perspective: Reflect              |
|   |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 213      | 5.2 Studio Experience: Playful with Perspective: Reflect and Present              |
|   |   |  | Assessment    | 978-1-64164-155-5 (Student Book) | 236      | 5 Place Art Criticism: Responding to Art and Design                               |
|   |   |  | Assessment    | 978-1-64164-155-5 (Student Book) | 237      | 5 Place Unit Review: Write about Art  |
| (4) Critical evaluation and response. The student responds to and analyzes 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) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression | (iv) create written responses about personal or collaborative artworks addressing judgment           | Instruction   | 978-1-64164-155-5 (Student Book) | 74       | 2.1 Exploring the Theme: Objects in Our Daily Lives: The Value of Objects         |
|   |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 87       | 2.2 Studio Experience: Drawing Objects with a Focus: Reflect and Present          |
|   |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 105      | 2.4 Studio Experience: Create and Decorate Your Own Slab Pot: Reflect and Present |
|   |   |  | Assessment    | 978-1-64164-155-5 (Student Book) | 110      | 2 Daily Life Art Criticism: Responding to Art and Design                          |
|   |   |  |               |                                  |          |   |
| (4) Critical evaluation and response. The student responds to and analyzes 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) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression | (v) create written responses about personal or collaborative artworks addressing personal expression | Instruction   | 978-1-64164-155-5 (Student Book) | 114-115  | 3.1 Exploring the Theme: Sources of Identity                                      |
|   |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 119      | 3.1 Studio Investigations: Investigating Boxes, Drawers, and Doors                |
|   |   |  | Activity      | 978-1-64164-155-5 (Student Book) | 174      | 3.4 Studio Experience: Create a Guardian Figure: Reflect and Present              |
|   |   |  | Assessment    | 978-1-64164-155-5 (Student Book) | 153      | 3 Identity Unit Review: For Your Portfolio  |
|   |   |  |               |                                  |          |   |

| Knowledge and Skills Statement  | Student Expectation   | Breakout  | Citation Type | Component ISBN                   | Page (s) | Specific Location  |
|---|---|---|---------------|----------------------------------|----------|--|
| (4) Critical evaluation and response. The student responds to and analyzes 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) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression | (vi) create oral responses about personal or collaborative artworks addressing purpose        | Instruction   | 978-1-64164-155-5 (Student Book) | 4-7      | Introduction: Why do people make art and design?                                     |
|   |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 97       | 2.3 Studio Experience: Make and Decorate a Functional Coil Pot: Reflect and Present  |
|   |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 223      | 5.3 Studio Experience: Planning for Play: Reflect and Present                        |
|   |   |   |               |                                  |          |  |
| (4) Critical evaluation and response. The student responds to and analyzes 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) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression | (vii) create oral responses about personal or collaborative artworks addressing technique     | Instruction   | 978-1-64164-155-5 (Student Book) | 260-261  | 6.3 Traditions: Making a Print   |
|   |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 263      | 6.3 Studio Investigations: Investigating Printmaking: Reflect                        |
|   |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 265      | 6.3 Studio Experience: A Lesson in Print: Reflect and Present                        |
|   |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 279      | 6 Lessons Unit Review: For Your Portfolio  |
|   |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 139      | 3.3 Studio Experience: Collage Collaboration and Group Identity: Reflect and Present |
| (4) Critical evaluation and response. The student responds to and analyzes 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) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression | (viii) create oral responses about personal or collaborative artworks addressing organization | Instruction   | 978-1-64164-155-5 (Student Book) | 206      | 5.2 Connections through Space and Emphasis   |
|   |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 211      | 5.2 Studio Investigations: Investigating Linear Perspective: Reflect                 |
|   |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 213      | 5.2 Studio Experience: Playful with Perspective: Reflect and Present                 |
|   |   |   | Assessment    | 978-1-64164-155-5 (Student Book) | 236      | 5 Place Art Criticism: Responding to Art and Design                                  |
|   |   |   |               |                                  |          |  |

| Knowledge and Skills Statement  | Student Expectation   | Breakout  | Citation Type | Component ISBN                   | Page (s) | Specific Location   |
|---|---|---|---------------|----------------------------------|----------|---|
| (4) Critical evaluation and response. The student responds to and analyzes 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) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression   | (ix) create oral responses about personal or collaborative artworks addressing judgment           | Instruction   | 978-1-64164-155-5 (Student Book) | 74       | 2.1 Exploring the Theme: Objects in Our Daily Lives: The Value of Objects         |
|   |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 87       | 2.2 Studio Experience: Drawing Objects with a Focus: Reflect and Present          |
|   |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 105      | 2.4 Studio Experience: Create and Decorate Your Own Slab Pot: Reflect and Present |
|   |   |   | Assessment    | 978-1-64164-155-5 (Student Book) | 110      | 2 Daily Life Art Criticism: Responding to Art and Design                          |
| (4) Critical evaluation and response. The student responds to and analyzes 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) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression   | (x) create oral responses about personal or collaborative artworks addressing personal expression | Instruction   | 978-1-64164-155-5 (Student Book) | 114-115  | 3.1 Exploring the Theme: Sources of Identity                                      |
|   |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 119      | 3.1 Studio Investigations: Investigating Boxes, Drawers, and Doors: Reflect       |
|   |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 174      | 3.4 Studio Experience: Create a Guardian Figure: Reflect and Present              |
|   |   |   |               |                                  |          |   |
| (4) Critical evaluation and response. The student responds to and analyzes 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) analyze original artworks and portfolios 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) analyze original artworks using a method of critique  | Instruction   | 978-1-64164-155-5 (Student Book) | 9        | Introduction: How do artists and designers think and work?: Responding            |
|   |   |   | Assessment    | 978-1-64164-155-5 (Student Book) | 152      | 3 Identity Art Criticism: Responding to Art and Design                            |
|   |   |   | Assessment    | 978-1-64164-155-5 (Student Book) | 320      | 7 Celebrations Art Criticism: Responding to Art and Design                        |
|   |   |   | Assessment    | 978-1-64164-155-5 (Student Book) | 362      | 8 Beauty Art Criticism: Responding to Art and Design                              |
|   |   |   |               |                                  |          |   |

| Knowledge and Skills Statement  | Student Expectation   | Breakout  | Citation Type | Component ISBN                   | Page (s) | Specific Location   |
|---|---|---|---------------|----------------------------------|----------|---|
| (4) Critical evaluation and response. The student responds to and analyzes 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) analyze original artworks and portfolios 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 original portfolios using a method of critique                       | Instruction   | 978-1-64164-155-5 (Student Book) | 69       | 1 Messages Unit Review: For Your Portfolio  |
|   |   |   | Assessment    | 978-1-64164-155-5 (Student Book) | 153      | 3 Identity Unit Review: For Your Portfolio  |
|   |   |   | Assessment    | 978-1-64164-155-5 (Student Book) | 195      | 4 Nature Unit Review: For Your Portfolio  |
|   |   |   | Assessment    | 978-1-64164-155-5 (Student Book) | 237      | 5 Place Unit Review: For Your Portfolio   |
|   |   |   | Assessment    | 978-1-64164-155-5 (Student Book) | 321      | 7 Celebrations: For Your Portfolio  |
| (4) Critical evaluation and response. The student responds to and analyzes 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) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art  | (i) investigate original artworks in a variety of venues outside of the classroom | Instruction   | 978-1-64164-155-5 (Student Book) | 184-185  | 4.4 Artist Stories: How Does Mark Dion Work?  |
|   |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 186-187  | 4.4 Studio Investigations: Investigating Issues and Installations   |
|   |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 190      | 4.5 Making Connections: STEAM: Science and Technology: Mel Chin: A Virtual View into the Future                   |
|   |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 328-329  | 8.1 Studio Investigations: Investigating Your Ideas about Beauty  |
|   |   |   | Instruction   | 978-1-64164-155-5 (Student Book) | 8        | Introduction: How do artists and designers think and work?: Presenting  |
| (4) Critical evaluation and response. The student responds to and analyzes 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) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art  | (ii) explore original artworks in a variety of venues outside of the classroom    | Instruction   | 978-1-64164-155-5 (Student Book) | 124      | 3.2 Approaches to Artmaking: Experiencing Scale: Working on a Large Scale   |
|   |   |   | Assessment    | 978-1-64164-155-5 (Student Book) | 153      | 3 Identity Unit Review: Write about Art   |
|   |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 107      | 2.5 Making Connections: STEAM: Science and Technology: Shih Chieh Huang: Out of the Ordinary: Investigate Further |
|   |   |   | Activity      | 978-1-64164-155-5 (Student Book) | 328-329  | 8.1 Studio Investigations: Investigating Your Ideas about Beauty  |
|   |   |   | Instruction   | 978-1-64164-155-5 (Student Book) | 8        | Introduction: How do artists and designers think and work?: Presenting  |

| Knowledge and Skills Statement  | Student Expectation  | Breakout                                     | Citation Type | Component ISBN                   | Page (s) | Specific Location  |
|---|--|--|---------------|----------------------------------|----------|--|
| (4) Critical evaluation and response. The student responds to and analyzes 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) understand and demonstrate proper exhibition etiquette | (i) understand proper exhibition etiquette   | Instruction   | 978-1-64164-155-5 (Student Book) | 27       | Introduction: How do artists and designers act ethically and responsibly as they create their work?: Posting and Sharing |
|   |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 79       | 2.1 Studio Experience: Capturing a Day: Reflect and Present  |
|   |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 87       | 2.2 Studio Experience: Drawing Objects with a Focus: Reflect and Present   |
|   |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 289      | 7.1 Studio Experience: Celebrating Heroes: Reflect and Present   |
|   |  |  | Review        | 978-1-64164-155-5 (Student Book) | 401      | Student Handbook: Presenting Your Artwork  |
| (4) Critical evaluation and response. The student responds to and analyzes 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) understand and demonstrate proper exhibition etiquette | (ii) demonstrate proper exhibition etiquette | Instruction   | 978-1-64164-155-5 (Student Book) | 27       | Introduction: How do artists and designers act ethically and responsibly as they create their work?: Posting and Sharing |
|   |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 79       | 2.1 Studio Experience: Capturing a Day: Reflect and Present  |
|   |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 87       | 2.2 Studio Experience: Drawing Objects with a Focus: Reflect and Present   |
|   |  |  | Activity      | 978-1-64164-155-5 (Student Book) | 289      | 7.1 Studio Experience: Celebrating Heroes: Reflect and Present   |
|   |  |  | Review        | 978-1-64164-155-5 (Student Book) | 401      | Student Handbook: Presenting Your Artwork  |

| <b>Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher Material</b>  |  |   |                      |                                     |                 |   |
|---|--|---|----------------------|-------------------------------------|-----------------|---|
| <b>Subject</b>  | <b>Chapter 117. Texas Essential Knowledge and Skills for Fine Arts</b>   |   |                      |                                     |                 |   |
| <b>Subchapter</b>   | <b>Subchapter E. Middle School, Adopted 2013</b>   |   |                      |                                     |                 |   |
| <b>Course</b>   | <b>§117.204. Art, Middle School 3, Adopted 2013.</b>   |   |                      |                                     |                 |   |
| <b>Publisher</b>  | <b>Davis Publications, Inc.</b>  |   |                      |                                     |                 |   |
| <b>Program Title</b>  | <b>Experience Art</b>  |   |                      |                                     |                 |   |
| <b>Program ISBN</b>   | <b>978-1-64164-155-5</b>   |   |                      |                                     |                 |   |
| <b>(a) Introduction.</b>  |  |   |                      |                                     |                 |   |
| <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>  |  |   |                      |                                     |                 |   |
| <b>(b) Knowledge and skills.</b>  |  |   |                      |                                     |                 |   |
| <b>Knowledge and Skills Statement</b>   | <b>Student Expectation</b>   | <b>Breakout</b>                               | <b>Citation Type</b> | <b>Component ISBN</b>               | <b>Page (s)</b> | <b>Specific Location</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 artworks. The student is expected to:  | (A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international | (i) identify concepts from direct observation | Instruction          | 978-1-64164-155-5<br>(Teacher Book) | 82-83           | 2.2 Approaches to Artmaking:<br>Creating Interest with Ordinary<br>Objects                            |
|   |  |   | Activity             | 978-1-64164-155-5<br>(Teacher Book) | 84              | 2.2 Studio Investigations: Investigating<br>Value, Texture, and Contrast: Investigate<br>and Document |
|   |  |   | Activity             | 978-1-64164-155-5<br>(Teacher Book) | 86-87           | 2.2 Studio Experience: Drawing Objects<br>with a Focus: Consider Your Choices                         |
|   |  |   | Assessment           | 978-1-64164-155-5<br>(Teacher Book) | 110             | 2 Daily Life Art Criticm  |

| Knowledge and Skills Statement  | Student Expectation   | Breakout   | Citation Type             | Component ISBN                              | Page (s)       | Specific Location   |
|---|---|--|---------------------------|---|----------------|---|
| <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) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international</p> | <p>(ii) identify concepts from original sources</p>    | <p><b>Instruction</b></p> | <p>978-1-64164-155-5<br/>(Teacher Book)</p> | <p>226-227</p> | <p>5.4 Artist Stories: How Does Tanya Aguiniga Work?</p>                          |
|   |   |  | <p><b>Activity</b></p>    | <p>978-1-64164-155-5<br/>(Teacher Book)</p> | <p>230-231</p> | <p>5.4 Studio Experience: Weaving Our Borders: Consider Your Choices</p>          |
|   |   |  | <p><b>Assessment</b></p>  | <p>978-1-64164-155-5<br/>(Teacher Book)</p> | <p>237</p>     | <p>5 Place Unit Review: Write 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) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international</p> | <p>(iii) identify concepts from imagination</p>        | <p><b>Instruction</b></p> | <p>978-1-64164-155-5<br/>(Teacher Book)</p> | <p>132-133</p> | <p>3.3 Traditions: Changing Traditions in Collage and Mixed Media</p>             |
|   |   |  | <p><b>Activity</b></p>    | <p>978-1-64164-155-5<br/>(Teacher Book)</p> | <p>136-137</p> | <p>3.3 Studio Investigations: Investigating Collage: Investigate and Document</p> |
|   |   |  | <p><b>Assessment</b></p>  | <p>978-1-64164-155-5<br/>(Teacher Book)</p> | <p>152</p>     | <p>3 Identity Art Criticism: Responding to Art and Design</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) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international</p> | <p>(iv) identify concepts from personal experience</p> | <p><b>Instruction</b></p> | <p>978-1-64164-155-5<br/>(Teacher Book)</p> | <p>130-131</p> | <p>3.2 Evolving Ideas: Personal Narrative</p>                                     |

| Knowledge and Skills Statement   | Student Expectation  | Breakout   | Citation Type | Component ISBN                      | Page (s) | Specific Location  |
|--|--|--|---------------|-------------------------------------|----------|--|
|  |  |  | Activity      | 978-1-64164-155-5<br>(Teacher Book) | 138      | 3.3 Studio Experience: Collage<br>Collaboration and Group Identity:<br>Consider Your Choices |
|  |  |  | Assessment    | 978-1-64164-155-5<br>(Teacher Book) | 153      | 3 Identity Unit Review: For Your Portfolio   |
|  |  |  |               |                                     |          |  |
| (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: | (A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international | (v) identify concepts from communities           | Instruction   | 978-1-64164-155-5<br>(Teacher Book) | 200-201  | 5.1 Exploring the Theme:<br>Community Places   |
|  |  |  | Activity      | 978-1-64164-155-5<br>(Teacher Book) | 202-203  | 5.1 Studio Investigations: The Places<br>You Go: Investigate and Document                    |
|  |  |  | Assessment    | 978-1-64164-155-5<br>(Teacher Book) | 236      | 5 Place 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 artworks. The student is expected to: | (A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international | (vi) illustrate concepts from direct observation | Instruction   | 978-1-64164-155-5<br>(Teacher Book) | 164-165  | 4.2 Approaches to Artmaking:<br>Observing and Drawing for<br>Understanding                   |
|  |  |  | Activity      | 978-1-64164-155-5<br>(Teacher Book) | 168-169  | 4.2 Studio Investigations: Drawing<br>Nature Close-Up: Investigate and<br>Document           |
|  |  |  | Assessment    | 978-1-64164-155-5<br>(Teacher Book) | 195      | 4 Nature Unit Review: For Your Portfolio   |
|  |  |  |               |                                     |          |  |



| Knowledge and Skills Statement   | Student Expectation  | Breakout  | Citation Type | Component ISBN                      | Page (s) | Specific Location   |
|--|--|---|---------------|-------------------------------------|----------|---|
| (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: | (A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international | (vii) illustrate concepts original sources        | Instruction   | 978-1-64164-155-5<br>(Teacher Book) | 250-251  | 6.2 Approaches to Artmaking:<br>Using Movement and Rhythm |
|  |  |   | Activity      | 978-1-64164-155-5<br>(Teacher Book) | 254-255  | 6.2 Studio Experience: Creating a Collaged Response       |
|  |  |   | Activity      | 978-1-64164-155-5<br>(Teacher Book) | 264-265  | 6.3 Studio Experience: A Lesson in Print                  |
|  |  |   | Assessment    | 978-1-64164-155-5<br>(Teacher Book) | 279      | 6 Lessons Unit Review: Presenting Art and 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: | (A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international | (viii) illustrate concepts from imagination       | Instruction   | 978-1-64164-155-5<br>(Teacher Book) | 302-303  | 7.3 Traditions: Materials and Methods of Sculpture        |
|  |  |   | Activity      | 978-1-64164-155-5<br>(Teacher Book) | 304-305  | 7.3 Studio Investigations: Investigating Wire Forms       |
|  |  |   | Activity      | 978-1-64164-155-5<br>(Teacher Book) | 306-307  | 7.3 Studio Experience: Creating a Fancy Festive Figure    |
|  |  |   |               |                                     |          |   |
| (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: | (A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international | (ix) illustrate concepts from personal experience | Instruction   | 978-1-64164-155-5<br>(Teacher Book) | 116-117  | 3.1 Exploring the Theme:<br>Shaping Identity              |
|  |  |   | Activity      | 978-1-64164-155-5<br>(Teacher Book) | 118-119  | 3.1 Studio Investigating Boxes, Drawers, and Doors        |

| Knowledge and Skills Statement   | Student Expectation  | Breakout  | Citation Type | Component ISBN                   | Page (s) | Specific Location  |
|--|--|---|---------------|----------------------------------|----------|--|
|  |  |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 120-121  | 3.1 Studio Experience: Identity Outside and In                                       |
|  |  |   | Assessment    | 978-1-64164-155-5 (Teacher Book) | 153      | 3 Identity Unit Review: For Your Portfolio   |
| (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: | (A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international | (x) illustrate concepts from communities  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 308-309  | 7.4 Artist Stories: Jordan Casteel Celebrates Community                              |
|  |  |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 314-315  | 7.4 Studio Experience: Painting People You Know                                      |
|  |  |   | Assessment    | 978-1-64164-155-5 (Teacher Book) | 321      | 7 Celebrations Unit Review: Presenting Art and 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: | (B) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately                                     | (i) evaluate the elements of art, including line, as the fundamentals of art in personal artworks using vocabulary accurately | Instruction   | 978-1-64164-155-5 (Teacher Book) | 166-167  | 4.2 Approaches to Artmaking: Introducing Drawing and Line                            |
|  |  |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 169      | 4.2 Studio Investigations: Drawing Nature Close-Up: Reflect                          |
|  |  |   | Instruction   | 978-1-64164-155-5 (Teacher Book) | 10       | Introduction: What visual tools do artists and designers use?: Elements of Art: Line |
|  |  |   | Review        | 978-1-64164-155-5 (Teacher Book) | 369      | Student Handbook: Elements of Art: Line  |

| Knowledge and Skills Statement   | Student Expectation  | Breakout   | Citation Type | Component ISBN                   | Page (s) | Specific Location  |
|--|--|--|---------------|----------------------------------|----------|--|
| (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: | (B) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately | (ii) evaluate the elements of art, including shape, as the fundamentals of art in personal artworks using vocabulary accurately  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 122-123  | 3.2 Approaches to Artmaking: Expressing Identity with Shape and Scale                          |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 127      | 3.2 Studio Investigations: Investigating Shape and Scale: Reflect                              |
|  |  |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 11       | Introduction: What visual tools do artists and designers use?: Elements of Art: Shape and Form |
|  |  |  | Review        | 978-1-64164-155-5 (Teacher Book) | 369      | Student Handbook: Elements of Art: Shape and Form  |
| (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) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately | (iii) evaluate the elements of art, including color, as the fundamentals of art in personal artworks using vocabulary accurately | Instruction   | 978-1-64164-155-5 (Teacher Book) | 38-39    | 1.2 Approaches to Artmaking: Connecting with Color   |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 43       | 1.2 Studio Investigations: Investigating Color: Reflect  |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 45       | 1.2 Studio Experience: Expressing Mood with Color: Reflect and Present                         |
|  |  |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 12       | Introduction: What visual tools do artists and designers use?: Elements of Art: Color          |
|  |  |  | Review        | 978-1-64164-155-5 (Teacher Book) | 371-372  | Student Handbook: Elements of Art: Color   |

| Knowledge and Skills Statement   | Student Expectation  | Breakout  | Citation Type | Component ISBN                   | Page (s) | Specific Location   |
|--|--|---|---------------|----------------------------------|----------|---|
| (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: | (B) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately | (iv) evaluate the elements of art, including texture, as the fundamentals of art in personal artworks using vocabulary accurately | Instruction   | 978-1-64164-155-5 (Teacher Book) | 80-83    | 2.2 Approaches to Artmaking: Using Value, Texture, and Contrast/Creating Interest with Ordinary Objects |
|  |  |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 85       | 2.2 Studio Investigations: Investigating Value, Texture, and Contrast: Reflect                          |
|  |  |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 87       | 2.2 Studio Experience: Drawing Objects with a Focus: Reflect and Present                                |
|  |  |   | Instruction   | 978-1-64164-155-5 (Teacher Book) | 13       | Introduction: What visual tools do artists and designers use?: Elements of Art: Texture                 |
|  |  |   | Review        | 978-1-64164-155-5 (Teacher Book) | 370      | Student Handbook: Elements of Art: Texture  |
| (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) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately | (v) evaluate the elements of art, including form, as the fundamentals of art in personal artworks using vocabulary accurately     | Instruction   | 978-1-64164-155-5 (Teacher Book) | 290-293  | 7.2 Approaches to Artmaking: Form from Shape/Positive and Negative Shapes and Forms                     |
|  |  |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 297      | 7.2 Studio Experience: Forming Paper into Sculpture: Reflect and Present                                |
|  |  |   | Instruction   | 978-1-64164-155-5 (Teacher Book) | 11       | Introduction: What visual tools do artists and designers use?: Elements of Art: Shape and Form          |
|  |  |   | Review        | 978-1-64164-155-5 (Teacher Book) | 369      | Student Handbook: Elements of Art: Shape and Form   |
|  |  |   |               |                                  |          |   |

| Knowledge and Skills Statement   | Student Expectation  | Breakout   | Citation Type | Component ISBN                   | Page (s) | Specific Location   |
|--|--|--|---------------|----------------------------------|----------|---|
| (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: | (B) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately | (vi) evaluate the elements of art, including space, as the fundamentals of art in personal artworks using vocabulary accurately  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 206-209  | 5.2 Approaches to Artmaking: Connections through Space and Emphasis/Guiding the Viewer                  |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 211      | 5.2 Studio Investigations: Investigating Linear Perspective: Reflect                                    |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 213      | 5.2 Studio Experience: Playful with Perspective: Reflect and Present                                    |
|  |  |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 13       | Introduction: What visual tools do artists and designers use?: Elements of Art: Space                   |
|  |  |  | Review        | 978-1-64164-155-5 (Teacher Book) | 370      | Student Handbook: Elements of Art: Space  |
| (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) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately | (vii) evaluate the elements of art, including value, as the fundamentals of art in personal artworks using vocabulary accurately | Instruction   | 978-1-64164-155-5 (Teacher Book) | 80-83    | 2.2 Approaches to Artmaking: Using Value, Texture, and Contrast/Creating Interest with Ordinary Objects |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 85       | 2.2 Studio Investigations: Investigating Value, Texture, and Contrast: Reflect                          |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 87       | 2.2 Studio Experience: Drawing Objects with a Focus: Reflect and Present                                |
|  |  |  |               | 978-1-64164-155-5 (Teacher Book) | 12       | Introduction: What visual tools do artists and designers use?: Elements of Art: Value                   |
|  |  |  |               | 978-1-64164-155-5 (Teacher Book) | 372      | Student Handbook: Elements of Art: Value  |

| Knowledge and Skills Statement   | Student Expectation  | Breakout   | Citation Type | Component ISBN                   | Page (s) | Specific Location  |
|--|--|--|---------------|----------------------------------|----------|--|
| (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: | (C) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately | (i) evaluate the principles of design, including emphasis, in personal artworks using vocabulary accurately            | Instruction   | 978-1-64164-155-5 (Teacher Book) | 206-209  | 5.2 Approaches to Artmaking: Connections through Space and Emphasis/Guiding the Viewer                             |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 213      | 5.2 Studio Experience: Playful with Perspective: Reflect and Present   |
|  |  |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 15       | Introduction: What visual tools do artists and designers use?: Principles of Design: Emphasis and Contrast         |
|  |  |  | Review        | 978-1-64164-155-5 (Teacher Book) | 373      | Student Handbook: Principles of Design: Emphasis   |
| (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) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately | (ii) evaluate the principles of design, including repetition/pattern, in personal artworks using vocabulary accurately | Instruction   | 978-1-64164-155-5 (Teacher Book) | 332-335  | 8.2 Approaches to Artmaking: Using Unity, Variety, and Pattern/Beauty through Decoration                           |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 337      | 8.2 Studio Investigations: Investigating Pattern: Reflect  |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 339      | 8.2 Studio Experience: Beauty in Personal Adornment: Reflect and Present   |
|  |  |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 15       | Introduction: What visual tools do artists and designers use?: Principles of Design: Movement, Rhythm, and Pattern |
|  |  |  | Review        | 978-1-64164-155-5 (Teacher Book) | 375      | Student Handbook: Principles of Design: Pattern  |
|  |  |  |               |                                  |          |  |

| Knowledge and Skills Statement   | Student Expectation  | Breakout   | Citation Type | Component ISBN                   | Page (s) | Specific Location  |
|--|--|--|---------------|----------------------------------|----------|--|
| (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: | (C) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately | (iii) evaluate the principles of design, including movement/rhythm, in personal artworks using vocabulary accurately | Instruction   | 978-1-64164-155-5 (Teacher Book) | 248-251  | 6.2 Approaches to Artmaking: Lessons with Balance, Rhythm, and Movement/Using Movement and Rhythm                  |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 253      | 6.2 Studio Investigations: Investigating Balance, Rhythm, and Movement: Reflect                                    |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 255      | 6.2 Studio Experience: Creating a Collaged Response: Reflect and Present   |
|  |  |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 15       | Introduction: What visual tools do artists and designers use?: Principles of Design: Movement, Rhythm, and Pattern |
|  |  |  | Review        | 978-1-64164-155-5 (Teacher Book) | 376      | Student Handbook: Principles of Design: Movement and Rhythm  |
| (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) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately | (iv) evaluate the principles of design, including contrast/variety, in personal artworks using vocabulary accurately | Instruction   | 978-1-64164-155-5 (Teacher Book) | 82-83    | 2.2 Approaches to Artmaking: Creating Interest with Ordinary Objects   |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 85       | 2.2 Studio Investigations: Investigating Value, Texture, and Contrast: Reflect                                     |
|  |  |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 332-333  | 8.2 Approaches to Artmaking: Using Unity, Variety, and Pattern   |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 339      | 8.2 Studio Experience: Beauty in Personal Adornment: Reflect and Present   |
|  |  |  | Review        | 978-1-64164-155-5 (Teacher Book) | 374      | Student Handbook: Principles of Design: Variety  |

| Knowledge and Skills Statement   | Student Expectation  | Breakout   | Citation Type | Component ISBN                      | Page (s) | Specific Location   |
|--|--|--|---------------|-------------------------------------|----------|---|
| (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: | (C) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately | (v) evaluate the principles of design, including balance, in personal artworks using vocabulary accurately     | Instruction   | 978-1-64164-155-5<br>(Teacher Book) | 248-251  | 6.2 Approaches to Artmaking:<br>Lessons with Balance, Rhythm,<br>and Movement/Using Movement<br>and Rhythm      |
|  |  |  | Activity      | 978-1-64164-155-5<br>(Teacher Book) | 253      | 6.2 Studio Investigations: Investigating<br>Balance, Rhythm, and Movement:<br>Reflect                           |
|  |  |  | Activity      | 978-1-64164-155-5<br>(Teacher Book) | 255      | 6.2 Studio Experience: Creating a<br>Collaged Response: Reflect and Present                                     |
|  |  |  | Instruction   | 978-1-64164-155-5<br>(Teacher Book) | 16       | Introduction: What visual tools do artists<br>and designers use?: Principles of<br>Design: Balance              |
|  |  |  | Review        | 978-1-64164-155-5 (Teacher<br>Book) | 373      | Student Handbook: Principles of Design:<br>Balance  |
| (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) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately | (vi) evaluate the principles of design, including proportion, in personal artworks using vocabulary accurately | Instruction   | 978-1-64164-155-5<br>(Teacher Book) | 122-125  | 3.2 Approaches to Artmaking:<br>Expressing Identity with Shape<br>and Scale/Experiencing Scale                  |
|  |  |  | Activity      | 978-1-64164-155-5<br>(Teacher Book) | 127      | 3.2 Studio Investigations: Investigating<br>Shape and Scale: Reflect  |
|  |  |  | Activity      | 978-1-64164-155-5<br>(Teacher Book) | 287      | 7.1 Studio Investigations: Investigating<br>Portraits and Proportions: Reflect                                  |
|  |  |  | Instruction   | 978-1-64164-155-5<br>(Teacher Book) | 14       | Introduction: What visual tools do artists<br>and designers use?: Principles of<br>Design: Scale and Proportion |
|  |  |  | Review        | 978-1-64164-155-5 (Teacher<br>Book) | 375      | Student Handbook: Principles of Design:<br>Proportion and Scale   |



| Knowledge and Skills Statement   | Student Expectation  | Breakout   | Citation Type | Component ISBN                   | Page (s) | Specific Location  |
|--|--|--|---------------|----------------------------------|----------|--|
| (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: | (C) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately | (vii) evaluate the principles of design, including unity, in personal artworks using vocabulary accurately           | Instruction   | 978-1-64164-155-5 (Teacher Book) | 332-335  | 8.2 Approaches to Artmaking: Using Unity, Variety, and Pattern/Beauty through Decoration                           |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 337      | 8.2 Studio Investigations: Investigating Pattern: Reflect  |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 339      | 8.2 Studio Experience: Beauty in Personal Adornment: Reflect and Present   |
|  |  |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 17       | Introduction: What visual tools do artists and designers use?: Principles of Design: Unity                         |
|  |  |  | Review        | 978-1-64164-155-5 (Teacher Book) | 374      | Student Handbook: Principles of Design: Unity  |
| (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) compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately                                      | (i) compare and contrast the expressive properties of artworks, including appropriation, using vocabulary accurately | Instruction   | 978-1-64164-155-5 (Teacher Book) | 214      | 5.2 Evolving Ideas: Appropriation: What Is Appropriation?  |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 215      | 5.2 Evolving Ideas: Appropriation: Using Appropriation   |
|  |  |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 20       | Introduction: What visual tools do artists and designers use?: Evolving Ideas and Strategies: Appropriation        |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 27       | Introduction: How do artists and designers act ethically and responsibly as they create their work?: Appropriation |
|  |  |  | Review        | 978-1-64164-155-5 (Teacher Book) | 379      | Student Handbook: Evolving Ideas: Appropriation  |

| Knowledge and Skills Statement   | Student Expectation   | Breakout   | Citation Type | Component ISBN                   | Page (s) | Specific Location  |
|--|---|--|---------------|----------------------------------|----------|--|
| (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: | (D) compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately | (ii) compare and contrast the expressive properties of artworks, including meaning, using vocabulary accurately    | Instruction   | 978-1-64164-155-5 (Teacher Book) | 114-115  | 3.1 Exploring the Theme: Sources of Identity   |
|  |   |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 116-117  | 3.1 Exploring the Theme: Shaping Identity  |
|  |   |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 198-199  | 5.1 Exploring the Theme: Connecting with Places  |
|  |   |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 200-201  | 5.1 Exploring the Theme: Community Places  |
|  |   |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 298-299  | 7.2 Evolving Ideas: Layering   |
| (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) compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately | (iii) compare and contrast the expressive properties of artworks, including narrative, using vocabulary accurately | Instruction   | 978-1-64164-155-5 (Teacher Book) | 130      | 3.2 Evolving Ideas: Personal Narrative: What Is Personal Narrative?  |
|  |   |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 131      | 3.2 Evolving Ideas: Personal Narrative: Using Personal Narrative   |
|  |   |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 19       | Introduction: What visual tools do artists and designers use?: Evolving Ideas and Strategies: Personal Narrative |
|  |   |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 32-33    | 1.1 Exploring the Theme: Messages about Our Lives (Captions)   |
|  |   |  | Review        | 978-1-64164-155-5 (Teacher Book) | 378      | Student Handbook: Evolving Ideas: Personal Narrative   |

| Knowledge and Skills Statement   | Student Expectation  | Breakout  | Citation Type | Component ISBN                      | Page (s) | Specific Location  |
|--|--|---|---------------|-------------------------------------|----------|--|
| (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: | (D) compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately          | (iv) compare and contrast the expressive properties of artworks, including message, using vocabulary accurately | Instruction   | 978-1-64164-155-5<br>(Teacher Book) | 30-31    | 1.1 Exploring the Theme: Messages in Art and Design                          |
|  |  |   | Activity      | 978-1-64164-155-5<br>(Teacher Book) | 32-33    | 1.1 Exploring the Theme: Messages about Our Lives (Captions)                 |
|  |  |   | Activity      | 978-1-64164-155-5<br>(Teacher Book) | 47       | 1.2 Evolving Ideas: Recontextualization: Using Recontextualization           |
|  |  |   |               |                                     |          |  |
| (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) compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately          | (v) compare and contrast the expressive properties of artworks, including symbol, using vocabulary accurately   | Instruction   | 978-1-64164-155-5<br>(Teacher Book) | 240-241  | 6.1 Exploring the Theme: Learning from Art and Design                        |
|  |  |   | Activity      | 978-1-64164-155-5<br>(Teacher Book) | 244      | 6.1 Studio Investigations: Investigating Lettering; Investigate and Document |
|  |  |   | Instruction   | 978-1-64164-155-5<br>(Teacher Book) | 243      | 6.1 Exploring the Theme: Lessons from the Past: People Who Made a Difference |
|  |  |   | Activity      | 978-1-64164-155-5<br>(Teacher Book) | 257      | 6.2 Evolving Ideas: Text and Image: Using Text and Image                     |
|  |  |   |               |                                     |          |  |
| (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 artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and the community | (i) create original artworks expressing themes found through direct observation                                 | Instruction   | 978-1-64164-155-5<br>(Teacher Book) | 164-165  | 4.2 Approaches to Artmaking: Observing and Drawing for Understanding         |
|  |  |   | Activity      | 978-1-64164-155-5<br>(Teacher Book) | 170-171  | 4.2 Studio Experience: A Nature-Themed Drawing                               |

| Knowledge and Skills Statement  | Student Expectation   | Breakout   | Citation Type      | Component ISBN                      | Page (s) | Specific Location   |
|---|---|--|--------------------|-------------------------------------|----------|---|
|   |   |  | <b>Assessment</b>  | 978-1-64164-155-5<br>(Teacher Book) | 195      | 4 Nature Unit Review: For Your Portfolio                              |
|   |   |  |                    |                                     |          |   |
| (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 artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community | (ii) create original artworks expressing themes found through original sources                         | <b>Instruction</b> | 978-1-64164-155-5<br>(Teacher Book) | 258-259  | 6.3 Traditions: Lessons in Print                                      |
|   |   |  | <b>Activity</b>    | 978-1-64164-155-5<br>(Teacher Book) | 264-265  | 6.3 Studio Experience: A Lesson in Print                              |
|   |   |  | <b>Assessment</b>  | 978-1-64164-155-5<br>(Teacher Book) | 279      | 6 Lessons Unit Review: Presenting Art and Design                      |
|   |   |  |                    |                                     |          |   |
| (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 artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community | (iii) create original artworks expressing themes found through personal experiences, including memory  | <b>Instruction</b> | 978-1-64164-155-5<br>(Teacher Book) | 122-123  | 3.2 Approaches to Artmaking: Expressing Identity with Shape and Scale |
|   |   |  | <b>Activity</b>    | 978-1-64164-155-5<br>(Teacher Book) | 128-129  | 3.2 Studio Experience: Shaping Your Influences                        |
|   |   |  | <b>Assessment</b>  | 978-1-64164-155-5<br>(Teacher Book) | 153      | 3 Identity Unit Review: For Your Portfolio                            |
|   |   |  |                    |                                     |          |   |
| (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 artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community | (iv) create original artworks expressing themes found through personal experiences, including identity | <b>Instruction</b> | 978-1-64164-155-5<br>(Teacher Book) | 114-115  | 3.1 Exploring the Theme: Sources of Identity                          |
|   |   |  | <b>Activity</b>    | 978-1-64164-155-5<br>(Teacher Book) | 120-121  | 3.1 Studio Experience: Identity Outside and In                        |
|   |   |  | <b>Assessment</b>  | 978-1-64164-155-5<br>(Teacher Book) | 153      | 3 Identity Unit Review: Presenting Art and Design                     |
|   |   |  |                    |                                     |          |   |

| Knowledge and Skills Statement   | Student Expectation  | Breakout  | Citation Type             | Component ISBN                              | Page (s)       | Specific Location   |
|--|--|---|---------------------------|---|----------------|---|
| <p>(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:</p> | <p>(A) create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community</p> | <p>(v) create original artworks expressing themes found through personal experiences, including imagination</p> | <p><b>Instruction</b></p> | <p>978-1-64164-155-5<br/>(Teacher Book)</p> | <p>38-41</p>   | <p>1.2 Approaches to Artmaking: Connecting with Color/Color and Culture</p> |
|  |  |   | <p><b>Activity</b></p>    | <p>978-1-64164-155-5<br/>(Teacher Book)</p> | <p>43</p>      | <p>1.2 Studio Investigations: Investigating Color: Reflect</p>              |
|  |  |   | <p><b>Activity</b></p>    | <p>978-1-64164-155-5<br/>(Teacher Book)</p> | <p>44-45</p>   | <p>1.2 Studio Experience: Expressing Mood with Color</p>                    |
|  |  |   |                           |   |                |   |
| <p>(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:</p> | <p>(A) create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community</p> | <p>(vi) create original artworks expressing themes found through the community</p>                              | <p><b>Instruction</b></p> | <p>978-1-64164-155-5<br/>(Teacher Book)</p> | <p>310-311</p> | <p>7.4 Artist Stories: How Does Jordan Casteel Work?</p>                    |
|  |  |   | <p><b>Activity</b></p>    | <p>978-1-64164-155-5<br/>(Teacher Book)</p> | <p>314-315</p> | <p>7.4 Studio Experience: Painting People You Know</p>                      |
|  |  |   | <p><b>Assessment</b></p>  | <p>978-1-64164-155-5<br/>(Teacher Book)</p> | <p>321</p>     | <p>7 Celebrations Unit Review: Presenting Art and Design</p>                |
|  |  |   |                           |   |                |   |
| <p>(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:</p> | <p>(B) apply the art-making process to solve problems and generate design solutions</p>  | <p>(i) apply the art-making process to solve problems</p>   | <p><b>Instruction</b></p> | <p>978-1-64164-155-5<br/>(Teacher Book)</p> | <p>218-219</p> | <p>5.3 Traditions: Onward and Upward</p>                                    |
|  |  |   | <p><b>Activity</b></p>    | <p>978-1-64164-155-5<br/>(Teacher Book)</p> | <p>220-221</p> | <p>5.3 Studio Investigations: Investigating Three-Dimensional Forms</p>     |
|  |  |   | <p><b>Activity</b></p>    | <p>978-1-64164-155-5<br/>(Teacher Book)</p> | <p>222-223</p> | <p>5.3 Studio Experience: Planning for Play</p>                             |
|  |  |   | <p><b>Assessment</b></p>  | <p>978-1-64164-155-5<br/>(Teacher Book)</p> | <p>237</p>     | <p>5 Place Unit Review: Presenting Art and Design</p>                       |
|  |  |   |                           |   |                |   |

| Knowledge and Skills Statement  | Student Expectation   | Breakout   | Citation Type | Component ISBN                   | Page (s) | Specific Location   |
|---|---|--|---------------|----------------------------------|----------|---|
| (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 the art-making process to solve problems and generate design solutions  | (ii) apply the art-making process to generate design solutions                   | Instruction   | 978-1-64164-155-5 (Teacher Book) | 344-345  | 8.3 Traditions: How Do Designers Work?                            |
|   |   |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 346-347  | 8.3 Studio Investigations: Investigating Design Solutions         |
|   |   |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 348-349  | 8.3 Studio Experience: Designing Objects for Living               |
| (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) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media | (i) create artworks by selecting appropriate art materials, including drawings   | Instruction   | 978-1-64164-155-5 (Teacher Book) | 166-167  | 4.2 Approaches to Artmaking: Introducing Drawing and Line         |
|   |   |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 168-169  | 4.2 Studio Investigations: Drawing Nature Close-Up                |
|   |   |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 170-171  | 4.2 Studio Experience: A Nature-Themed Drawing                    |
| (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) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media | (ii) create artworks by selecting appropriate art materials, including paintings | Instruction   | 978-1-64164-155-5 (Teacher Book) | 48-49    | 1.3 Traditions: Painted Expressions                               |
|   |   |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 52-53    | 1.3 Studio Investigations: Investigating Paint and Painting Tools |
|   |   |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 54-55    | 1.3 Studio Experience: Exploring Boundaries                       |

| Knowledge and Skills Statement   | Student Expectation  | Breakout   | Citation Type | Component ISBN                   | Page (s) | Specific Location   |
|--|--|--|---------------|----------------------------------|----------|---|
| <p>(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:</p> | <p>(C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media</p> | <p>(iii) create artworks by selecting appropriate art materials, including prints</p>                  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 260-261  | 6.3 Traditions: Making a Print                                    |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 262-263  | 6.3 Studio Investigations: Investigating Printmaking              |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 264-265  | 6.3 Studio Experience: A Lesson in Print                          |
|  |  |  |               |                                  |          |   |
| <p>(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:</p> | <p>(C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media</p> | <p>(iv) create artworks by selecting appropriate art materials, including sculptures/modeled forms</p> | Instruction   | 978-1-64164-155-5 (Teacher Book) | 302-303  | 7.3 Traditions: Materials and Methods of Sculpture                |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 304-305  | 7.3 Studio Investigations: Investigating Wire Forms               |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 306-307  | 7.3 Studio Experience: Creating a Fancy Festive Figure            |
|  |  |  |               |                                  |          |   |
| <p>(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:</p> | <p>(C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media</p> | <p>(v) create artworks by selecting appropriate art materials, including ceramics</p>                  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 90-91    | 2.3 Traditions: Pottery in Our Lives                              |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 94-95    | 2.3 Studio Investigations: Investigating Coiling and Joining Clay |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 96-97    | 2.3 Studio Experience: Make and Decorate a Functional Coil Pot    |
|  |  |  |               |                                  |          |   |

| Knowledge and Skills Statement   | Student Expectation  | Breakout  | Citation Type | Component ISBN                   | Page (s) | Specific Location   |
|--|--|---|---------------|----------------------------------|----------|---|
| <p>(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:</p> | <p>(C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media</p> | <p>(vi) create artworks by selecting appropriate art materials, including fiber art</p>               | Instruction   | 978-1-64164-155-5 (Teacher Book) | 226-227  | 5.4 Artist Stories: How Does Tanya Aguina Work?   |
|  |  |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 228-229  | 5.4 Studio Investigations: Investigating Weaving  |
|  |  |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 230-231  | 5.4 Studio Experience: Weaving Our Borders  |
|  |  |   |               |                                  |          |   |
| <p>(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:</p> | <p>(C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media</p> | <p>(vii) create artworks by selecting appropriate art materials, including photographic imagery</p>   | Instruction   | 978-1-64164-155-5 (Teacher Book) | 72-73    | 2.1 Exploring the Theme: Recording Our Daily Life   |
|  |  |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 76-77    | 2.1 Studio Investigations: Explorations in Photography  |
|  |  |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 78-79    | 2.1 Studio Experience: Capturing a Day  |
|  |  |   |               |                                  |          |   |
| <p>(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:</p> | <p>(C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media</p> | <p>(viii) create artworks by selecting appropriate art materials, including digital art and media</p> | Instruction   | 978-1-64164-155-5 (Teacher Book) | 328-329  | 8.1 Studio Investigations: Investigating Your Ideas about Beauty  |
|  |  |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 330-331  | 8.1 Studio Experience: Beauty in Time   |
|  |  |   | Instruction   | 978-1-64164-155-5 (Teacher Book) | 191      | 4.5 Making Connections: STEAM: Science and Technology: Mel Chin: A Virtual View into the Future: Next Steps |
|  |  |   |               |                                  |          |   |



| Knowledge and Skills Statement  | Student Expectation  | Breakout  | Citation Type | Component ISBN                   | Page (s) | Specific Location  |
|---|--|---|---------------|----------------------------------|----------|--|
| (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) use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination | (i) use an understanding of copyright to appropriate imagery when working from sources rather than direct observation or imagination      | Instruction   | 978-1-64164-155-5 (Teacher Book) | 214-215  | 5.2 Evolving Ideas: Appropriation  |
|   |  |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 136-137  | 3.3 Studio Investigations: Investigating Collage   |
|   |  |   | Instruction   | 978-1-64164-155-5 (Teacher Book) | 138-139  | 3.3 Studio Experience: Collage Collaboration and Group Identity  |
|   |  |   | Instruction   | 978-1-64164-155-5 (Teacher Book) | 27       | Introduction: How do artists and designers act ethically and responsibly as they create their work?: Appropriation |
|   |  |   | Review        | 978-1-64164-155-5 (Teacher Book) | 367-368  | Student Handbook: Online Safety and Responsibility: Copyright  |
| (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) use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination | (ii) use an understanding of public domain to appropriate imagery when working from sources rather than direct observation or imagination | Instruction   | 978-1-64164-155-5 (Teacher Book) | 58-59    | 1.4 Artist Stories: How Does Kehinde Wiley Work?   |
|   |  |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 62-63    | 1.4 Studio Experience: Posing with History   |
|   |  |   | Instruction   | 978-1-64164-155-5 (Teacher Book) | 26-27    | Introduction: How do artists and designers act ethically and responsibly as they create their work?                |
|   |  |   | Review        | 978-1-64164-155-5 (Teacher Book) | 367-368  | Student Handbook: Online Safety and Responsibility: Copyright  |
|   |  |   |               |                                  |          |  |
| (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) create experimental artworks using installation, performance, or collaboration   | (i) create experimental artworks using installation, performance, or collaboration  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 184-185  | 4.4 Artist Stories: How Does Mark Dion Work?   |
|   |  |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 186-187  | 4.4 Studio Investigations: Investigating Issues and Installations  |
|   |  |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 188-189  | 4.4 Studio Experience: Create an Installation  |
|   |  |   | Instruction   | 978-1-64164-155-5 (Teacher Book) | 226-227  | 5.4 Artist Stories: How Does Tanya Aquiniga Work?  |
|   |  |   |               |                                  |          |  |

| Knowledge and Skills Statement   | Student Expectation  | Breakout   | Citation Type | Component ISBN                   | Page (s) | Specific Location  |
|--|--|--|---------------|----------------------------------|----------|--|
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 230-231  | 5.4 Studio Experience: Weaving Our Borders   |
| (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) analyze ways in which global, contemporary, historical, and political issues have influenced art | (i) analyze ways in which global issues have influenced art        | Instruction   | 978-1-64164-155-5 (Teacher Book) | 40-41    | 1.2 Approaches to Artmaking: Color and Culture   |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 46-47    | 1.2 Evolving Ideas: Recontextualization  |
|  |  |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 50-51    | 1.3 Traditions: Traditions in Painting   |
|  |  |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 124-125  | 3.2 Approaches to Artmaking: Experiencing Scale  |
|  |  |  | Assessment    | 978-1-64164-155-5 (Teacher Book) | 152      | 3 Identity Art Criticism: Responding to Art and Design   |
| (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) analyze ways in which global, contemporary, historical, and political issues have influenced art | (ii) analyze ways in which contemporary issues have influenced art | Instruction   | 978-1-64164-155-5 (Teacher Book) | 116-117  | 3.1 Exploring the Theme: Shaping Identity  |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 130-131  | 3.2 Evolving Ideas: Personal Narrative   |
|  |  |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 140-141  | 3.4 Artist Stories: Rose B. Simpson and Identity   |
|  |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 148-149  | 3.5 Making Connections: STEAM: Science and Technology: Heather Dewey-Hagborg: Portraits of DNA |
| (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) analyze ways in which global, contemporary, historical, and political issues have influenced art | (iii) analyze ways in which historical issues have influenced art  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 242-243  | 6.1 Exploring the Theme: Lessons from the Past   |
|  |  |  | Assessment    | 978-1-64164-155-5 (Teacher Book) | 279      | 6 Lessons Unit Review: Presenting Art and Design   |
|  |  |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 250-251  | 6.2 Approaches to Artmaking: Using Movement and Rhythm   |
|  |  |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 46-47    | 1.2 Evolving Ideas: Recontextualization  |
|  |  |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 227      | 6.5 Making Connections: Art History: Judy Chicago Invites Women in History to the Table        |

| Knowledge and Skills Statement   | Student Expectation   | Breakout   | Citation Type | Component ISBN                   | Page (s) | Specific Location   |
|--|---|--|---------------|----------------------------------|----------|---|
| (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) analyze ways in which global, contemporary, historical, and political issues have influenced art  | (iv) analyze ways in which political issues have influenced art                | Instruction   | 978-1-64164-155-5 (Teacher Book) | 258-259  | 6.3 Traditions: Lessons in Print  |
|  |   |  | Assessment    | 978-1-64164-155-5 (Teacher Book) | 320      | 7 Celebrations Art Criticism: Responding to Art and Design                                |
|  |   |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 260-261  | 6.3 Traditions: Making a Print (Captions)   |
|  |   |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 67       | 1.5 Making Connections: Art History: The Olmec Heads of Ancient Mesoamerica               |
|  |   |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 361      | 8.5 Making Connections: Art History: Noble Beauty in Royal Heads                          |
| (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 cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy | (i) analyze cultural ideas expressed in artworks relating to social themes     | Instruction   | 978-1-64164-155-5 (Teacher Book) | 198-201  | 5.1 Exploring the Theme: Connecting with Places/Community Places                          |
|  |   |  | Assessment    | 978-1-64164-155-5 (Teacher Book) | 236      | 5 Place Art Criticism: Responding to Art and Design                                       |
|  |   |  | Assessment    | 978-1-64164-155-5 (Teacher Book) | 279      | 6 Lessons Unit Review: Write about Art  |
|  |   |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 109      | 2.5 Making Connections: Art History: Pieter Bruegel the Elder and Daily Life as He Saw It |
|  |   |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 235      | 5.5 Making Connections: Art History: A Place Known around the World                       |
| (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 cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy | (ii) analyze cultural ideas expressed in artworks relating to political themes | Instruction   | 978-1-64164-155-5 (Teacher Book) | 258-259  | 6.3 Traditions: Lessons in Print  |
|  |   |  | Assessment    | 978-1-64164-155-5 (Teacher Book) | 320      | 7 Celebrations Art Criticism: Responding to Art and Design                                |
|  |   |  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 260-261  | 6.3 Traditions: Making a Print (Captions)   |

| Knowledge and Skills Statement   | Student Expectation   | Breakout   | Citation Type | Component ISBN                      | Page (s) | Specific Location   |
|--|---|--|---------------|-------------------------------------|----------|---|
|  |   |  | Instruction   | 978-1-64164-155-5<br>(Teacher Book) | 67       | 1.5 Making Connections: Art History:<br>The Olmec Heads of Ancient<br>Mesoamerica   |
|  |   |  | Instruction   | 978-1-64164-155-5 (Teacher<br>Book) | 361      | 8.5 Making Connections: Art History:<br>Noble Beauty in Royal Heads   |
| (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 cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy | (iii) analyze cultural ideas expressed in artworks relating to environmental themes        | Instruction   | 978-1-64164-155-5<br>(Teacher Book) | 172-173  | 4.2 Evolving Ideas: Hybridity   |
|  |   |  | Activity      | 978-1-64164-155-5<br>(Teacher Book) | 190-191  | 4.5 Making Connections: STEAM<br>Science and Technology: Mel Chin: A<br>Virtual View into the Future                            |
|  |   |  | Assessment    | 978-1-64164-155-5<br>(Teacher Book) | 194      | 4 Nature Art Criticism: Responding to Art<br>and Design   |
|  |   |  | Assessment    | 978-1-64164-155-5<br>(Teacher Book) | 64-65    | 1.5 Making Connections:<br>STEAM: Science and<br>Technology: Nathalie Miebach:<br>Weaving the Weather                           |
|  |   |  | Assessment    | 978-1-64164-155-5 (Teacher<br>Book) | 278      | 6 Lessons Art Criticism: Responding to<br>Art and Design  |
| (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) evaluate the relationships that exist among a society's art, music, theatre, and dance  | (i) evaluate the relationships that exist among a society's art, music, theatre, and dance | Instruction   | 978-1-64164-155-5<br>(Teacher Book) | 198      | 5.1 Exploring the Theme:<br>Connecting with Places  |
|  |   |  | Activity      | 978-1-64164-155-5<br>(Teacher Book) | 65       | 1.5 Making Connections: STEAM:<br>Science and Technology: Nathalie<br>Miebach: Weaving the Weather: Look,<br>Think, and Respond |
|  |   |  | Instruction   | 978-1-64164-155-5<br>(Teacher Book) | 206      | 5.2 Connections through Space and<br>Emphasis (Caption)   |
|  |   |  | Instruction   | 978-1-64164-155-5<br>(Teacher Book) | 25       | Introduction: What traditions do artists<br>and designers follow?: Craft Traditions   |
|  |   |  | Instruction   | 978-1-64164-155-5 (Teacher<br>Book) | 142-143  | 3.4 Artist Stories: How Does Rose B.<br>Simpson Work?   |

| Knowledge and Skills Statement   | Student Expectation   | Breakout  | Citation Type | Component ISBN                   | Page (s) | Specific Location  |
|--|---|---|---------------|----------------------------------|----------|--|
| (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: | (D) compare and contrast career and avocational opportunities in art such as various design, museum, and fine arts fields                                     | (i) compare and contrast career and avocational opportunities in art                        | Instruction   | 978-1-64164-155-5 (Teacher Book) | 108      | 2.5 Making Connections: Careers: Product Design                                      |
|  |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 111      | 2 Daily Life Unit Review: Write about Art  |
|  |   |   | Instruction   | 978-1-64164-155-5 (Teacher Book) | 192      | 4.5 Making Connections: Careers: Scientific Illustrator                              |
|  |   |   | Assessment    | 978-1-64164-155-5 (Teacher Book) | 195      | 4 Nature Unit Review: Write about Art  |
|  |   |   | Instruction   | 978-1-64164-155-5 (Teacher Book) | 318      | 7.5 Making Connections: Careers: Game Designer                                       |
| (4) Critical evaluation and response. The student responds to and analyzes 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) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression | (i) create written responses about personal or collaborative artworks addressing purpose    | Instruction   | 978-1-64164-155-5 (Teacher Book) | 4-7      | Introduction: Why do people make art and design?                                     |
|  |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 97       | 2.3 Studio Experience: Make and Decorate a Functional Coil Pot: Reflect and Present  |
|  |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 223      | 5.3 Studio Experience: Planning for Play: Reflect and Present                        |
|  |   |   | Assessment    | 978-1-64164-155-5 (Teacher Book) | 68       | 1 Messages Art Criticism: Responding to Art and Design                               |
|  |   |   | Assessment    | 978-1-64164-155-5 (Teacher Book) | 194      | 4 Nature Art Criticism: Responding to Art and Design                                 |
| (4) Critical evaluation and response. The student responds to and analyzes 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) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression | (ii) create written responses about personal or collaborative artworks addressing technique | Instruction   | 978-1-64164-155-5 (Teacher Book) | 260-261  | 6.3 Traditions: Making a Print   |
|  |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 263      | 6.3 Studio Investigations: Investigating Printmaking: Reflect                        |
|  |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 265      | 6.3 Studio Experience: A Lesson in Print: Reflect and Present                        |
|  |   |   | Assessment    | 978-1-64164-155-5 (Teacher Book) | 279      | 6 Lessons Unit Review: For Your Portfolio  |
|  |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 139      | 3.3 Studio Experience: Collage Collaboration and Group Identity: Reflect and Present |

| Knowledge and Skills Statement  | Student Expectation   | Breakout   | Citation Type | Component ISBN                   | Page (s) | Specific Location   |
|---|---|--|---------------|----------------------------------|----------|---|
| (4) Critical evaluation and response. The student responds to and analyzes 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) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression | (iii) create written responses about personal or collaborative artworks addressing organization      | Instruction   | 978-1-64164-155-5 (Teacher Book) | 206      | 5.2 Connections through Space and Emphasis  |
|   |   |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 211      | 5.2 Studio Investigations: Investigating Linear Perspective: Reflect              |
|   |   |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 213      | 5.2 Studio Experience: Playful with Perspective: Reflect and Present              |
|   |   |  | Assessment    | 978-1-64164-155-5 (Teacher Book) | 236      | 5 Place Art Criticism: Responding to Art and Design                               |
|   |   |  | Assessment    | 978-1-64164-155-5 (Teacher Book) | 237      | 5 Place Unit Review: Write about Art  |
| (4) Critical evaluation and response. The student responds to and analyzes 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) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression | (iv) create written responses about personal or collaborative artworks addressing judgment           | Instruction   | 978-1-64164-155-5 (Teacher Book) | 74       | 2.1 Exploring the Theme: Objects in Our Daily Lives: The Value of Objects         |
|   |   |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 87       | 2.2 Studio Experience: Drawing Objects with a Focus: Reflect and Present          |
|   |   |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 105      | 2.4 Studio Experience: Create and Decorate Your Own Slab Pot: Reflect and Present |
|   |   |  | Assessment    | 978-1-64164-155-5 (Teacher Book) | 110      | 2 Daily Life Art Criticism: Responding to Art and Design                          |
|   |   |  |               |                                  |          |   |
| (4) Critical evaluation and response. The student responds to and analyzes 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) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression | (v) create written responses about personal or collaborative artworks addressing personal expression | Instruction   | 978-1-64164-155-5 (Teacher Book) | 114-115  | 3.1 Exploring the Theme: Sources of Identity                                      |
|   |   |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 119      | 3.1 Studio Investigations: Investigating Boxes, Drawers, and Doors                |
|   |   |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 174      | 3.4 Studio Experience: Create a Guardian Figure: Reflect and Present              |
|   |   |  | Assessment    | 978-1-64164-155-5 (Teacher Book) | 153      | 3 Identity Unit Review: For Your Portfolio  |
|   |   |  |               |                                  |          |   |

| Knowledge and Skills Statement  | Student Expectation   | Breakout  | Citation Type | Component ISBN                   | Page (s) | Specific Location  |
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| (4) Critical evaluation and response. The student responds to and analyzes 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) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression | (vi) create oral responses about personal or collaborative artworks addressing purpose        | Instruction   | 978-1-64164-155-5 (Teacher Book) | 4-7      | Introduction: Why do people make art and design?                                     |
|   |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 97       | 2.3 Studio Experience: Make and Decorate a Functional Coil Pot: Reflect and Present  |
|   |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 223      | 5.3 Studio Experience: Planning for Play: Reflect and Present                        |
|   |   |   |               |                                  |          |  |
| (4) Critical evaluation and response. The student responds to and analyzes 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) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression | (vii) create oral responses about personal or collaborative artworks addressing technique     | Instruction   | 978-1-64164-155-5 (Teacher Book) | 260-261  | 6.3 Traditions: Making a Print   |
|   |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 263      | 6.3 Studio Investigations: Investigating Printmaking: Reflect                        |
|   |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 265      | 6.3 Studio Experience: A Lesson in Print: Reflect and Present                        |
|   |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 279      | 6 Lessons Unit Review: For Your Portfolio  |
|   |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 139      | 3.3 Studio Experience: Collage Collaboration and Group Identity: Reflect and Present |
| (4) Critical evaluation and response. The student responds to and analyzes 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) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression | (viii) create oral responses about personal or collaborative artworks addressing organization | Instruction   | 978-1-64164-155-5 (Teacher Book) | 206      | 5.2 Connections through Space and Emphasis   |
|   |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 211      | 5.2 Studio Investigations: Investigating Linear Perspective: Reflect                 |
|   |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 213      | 5.2 Studio Experience: Playful with Perspective: Reflect and Present                 |
|   |   |   | Assessment    | 978-1-64164-155-5 (Teacher Book) | 236      | 5 Place Art Criticism: Responding to Art and Design                                  |

| Knowledge and Skills Statement  | Student Expectation   | Breakout  | Citation Type | Component ISBN                   | Page (s) | Specific Location   |
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| (4) Critical evaluation and response. The student responds to and analyzes 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) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression   | (ix) create oral responses about personal or collaborative artworks addressing judgment           | Instruction   | 978-1-64164-155-5 (Teacher Book) | 74       | 2.1 Exploring the Theme: Objects in Our Daily Lives: The Value of Objects         |
|   |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 87       | 2.2 Studio Experience: Drawing Objects with a Focus: Reflect and Present          |
|   |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 105      | 2.4 Studio Experience: Create and Decorate Your Own Slab Pot: Reflect and Present |
|   |   |   | Assessment    | 978-1-64164-155-5 (Teacher Book) | 110      | 2 Daily Life Art Criticism: Responding to Art and Design                          |
| (4) Critical evaluation and response. The student responds to and analyzes 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) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression   | (x) create oral responses about personal or collaborative artworks addressing personal expression | Instruction   | 978-1-64164-155-5 (Teacher Book) | 114-115  | 3.1 Exploring the Theme: Sources of Identity                                      |
|   |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 119      | 3.1 Studio Investigations: Investigating Boxes, Drawers, and Doors: Reflect       |
|   |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 174      | 3.4 Studio Experience: Create a Guardian Figure: Reflect and Present              |
|   |   |   |               |                                  |          |   |
| (4) Critical evaluation and response. The student responds to and analyzes 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) analyze original artworks and portfolios 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) analyze original artworks using a method of critique  | Instruction   | 978-1-64164-155-5 (Teacher Book) | 9        | Introduction: How do artists and designers think and work?: Responding            |
|   |   |   | Assessment    | 978-1-64164-155-5 (Teacher Book) | 152      | 3 Identity Art Criticism: Responding to Art and Design                            |
|   |   |   | Assessment    | 978-1-64164-155-5 (Teacher Book) | 320      | 7 Celebrations Art Criticism: Responding to Art and Design                        |
|   |   |   | Assessment    | 978-1-64164-155-5 (Teacher Book) | 362      | 8 Beauty Art Criticism: Responding to Art and Design                              |



| Knowledge and Skills Statement  | Student Expectation   | Breakout  | Citation Type | Component ISBN                   | Page (s) | Specific Location   |
|---|---|---|---------------|----------------------------------|----------|---|
| (4) Critical evaluation and response. The student responds to and analyzes 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) analyze original artworks and portfolios 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 original portfolios using a method of critique                       | Instruction   | 978-1-64164-155-5 (Teacher Book) | 69       | 1 Messages Unit Review: For Your Portfolio  |
|   |   |   | Assessment    | 978-1-64164-155-5 (Teacher Book) | 153      | 3 Identity Unit Review: For Your Portfolio  |
|   |   |   | Assessment    | 978-1-64164-155-5 (Teacher Book) | 195      | 4 Nature Unit Review: For Your Portfolio  |
|   |   |   | Assessment    | 978-1-64164-155-5 (Teacher Book) | 237      | 5 Place Unit Review: For Your Portfolio   |
|   |   |   | Assessment    | 978-1-64164-155-5 (Teacher Book) | 321      | 7 Celebrations: For Your Portfolio  |
| (4) Critical evaluation and response. The student responds to and analyzes 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) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art  | (i) investigate original artworks in a variety of venues outside of the classroom | Instruction   | 978-1-64164-155-5 (Teacher Book) | 184-185  | 4.4 Artist Stories: How Does Mark Dion Work?  |
|   |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 186-187  | 4.4 Studio Investigations: Investigating Issues and Installations   |
|   |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 190      | 4.5 Making Connections: STEAM: Science and Technology: Mel Chin: A Virtual View into the Future                   |
|   |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 328-329  | 8.1 Studio Investigations: Investigating Your Ideas about Beauty  |
|   |   |   | Instruction   | 978-1-64164-155-5 (Teacher Book) | 8        | Introduction: How do artists and designers think and work?: Presenting  |
| (4) Critical evaluation and response. The student responds to and analyzes 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) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art  | (ii) explore original artworks in a variety of venues outside of the classroom    | Instruction   | 978-1-64164-155-5 (Teacher Book) | 124      | 3.2 Approaches to Artmaking: Experiencing Scale: Working on a Large Scale   |
|   |   |   | Assessment    | 978-1-64164-155-5 (Teacher Book) | 153      | 3 Identity Unit Review: Write about Art   |
|   |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 107      | 2.5 Making Connections: STEAM: Science and Technology: Shih Chieh Huang: Out of the Ordinary: Investigate Further |
|   |   |   | Activity      | 978-1-64164-155-5 (Teacher Book) | 328-329  | 8.1 Studio Investigations: Investigating Your Ideas about Beauty  |
|   |   |   | Instruction   | 978-1-64164-155-5 (Teacher Book) | 8        | Introduction: How do artists and designers think and work?: Presenting  |

| Knowledge and Skills Statement  | Student Expectation  | Breakout                                     | Citation Type | Component ISBN                   | Page (s) | Specific Location  |
|---|--|--|---------------|----------------------------------|----------|--|
| (4) Critical evaluation and response. The student responds to and analyzes 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) understand and demonstrate proper exhibition etiquette | (i) understand proper exhibition etiquette   | Instruction   | 978-1-64164-155-5 (Teacher Book) | 27       | Introduction: How do artists and designers act ethically and responsibly as they create their work?: Posting and Sharing |
|   |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 79       | 2.1 Studio Experience: Capturing a Day: Reflect and Present  |
|   |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 87       | 2.2 Studio Experience: Drawing Objects with a Focus: Reflect and Present   |
|   |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 289      | 7.1 Studio Experience: Celebrating Heroes: Reflect and Present   |
|   |  |  | Review        | 978-1-64164-155-5 (Teacher Book) | 401      | Student Handbook: Presenting Your Artwork  |
| (4) Critical evaluation and response. The student responds to and analyzes 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) understand and demonstrate proper exhibition etiquette | (ii) demonstrate proper exhibition etiquette | Instruction   | 978-1-64164-155-5 (Teacher Book) | 27       | Introduction: How do artists and designers act ethically and responsibly as they create their work?: Posting and Sharing |
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|   |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 87       | 2.2 Studio Experience: Drawing Objects with a Focus: Reflect and Present   |
|   |  |  | Activity      | 978-1-64164-155-5 (Teacher Book) | 289      | 7.1 Studio Experience: Celebrating Heroes: Reflect and Present   |
|   |  |  | Review        | 978-1-64164-155-5 (Teacher Book) | 401      | Student Handbook: Presenting Your Artwork  |