

Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts			
Course Title	§117.303. Art, Level II (One Credit), Adopted 2013 DAVIS ART – Focus on Photography			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
<p>(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art II, Drawing I, Painting I, Printmaking I, Fibers I, Ceramics I, Sculpture I, Jewelry I, Photography I, Design I, Digital Art and Media I, and Art and Media Communications II (one credit per course). The prerequisite for each art course listed in this subsection is one credit of Art, Level I.</p>				
<p>(b) Introduction.</p>				
<p>(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.</p>				
<p>(2) Four basic strands—foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginings, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.</p>				
<p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>				
<p>(c) Knowledge and Skills.</p>				
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(i) use visual comparisons to illustrate concepts from direct observation for original artworks</p>	<p><u>Student Edition</u> 50-51-Ins 198-199-Ac</p> <p><u>Teacher Edition</u> 42-Ins 47-Ac</p>	<p><u>SE Location</u> Studio Experience Studio Experience</p> <p><u>TE Location</u> Art Criticism Art Aesthetics</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(ii) use visual comparisons to illustrate ideas from direct observation for original artworks</p>	<p><u>Student Edition</u> 218-219-Ins 262-263-Ac</p> <p><u>Teacher Edition</u> 72-Ins 79-Ac</p>	<p><u>SE Location</u> Studio Experience Studio Experience</p> <p><u>TE Location</u> Art Aesthetics Tips for Using the Opening Image</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(iii) use visual comparisons to illustrate concepts from original sources for original artworks</p>	<p><u>Student Edition</u> 125-126-Ins 174-175-Ac</p> <p><u>Teacher Edition</u> 127-Ins 128-Ac</p>	<p><u>SE Location</u> Studio Experience Studio Experience</p> <p><u>TE Location</u> Design Extension Art Criticism</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(iv) use visual comparisons to illustrate ideas from original sources for original artworks</p>	<p><u>Student Edition</u> 74-75-Ins 152-153-Ac</p> <p><u>Teacher Edition</u> 96-Ins 105-Ac</p>	<p><u>SE Location</u> Studio Experience Studio Experience</p> <p><u>TE Location</u> Teaching Tip Art Criticism</p>

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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) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(vi) use visual comparisons to illustrate ideas from experiences for original artworks</p>	<p><u>Student Edition</u> 126-127-Ins 218-219-Ac</p> <p><u>Teacher Edition</u> 137-Ins 146-Ac</p>	<p><u>SE Location</u> Studio Experience Studio Experience</p> <p><u>TE Location</u> Computer Connection Teaching Tip</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(vii) use visual comparisons to illustrate concepts from narration for original artworks</p>	<p><u>Student Edition</u> 261-Ins 195-Ac</p> <p><u>Teacher Edition</u> 261-Ins 260-Ac</p>	<p><u>SE Location</u> Try It Discuss It</p> <p><u>TE Location</u> Try It Teaching Tip</p>
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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) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(ix) use visual comparisons to illustrate concepts from imagination for original artworks</p>	<p><u>Student Edition</u> 98-99-Ins 198-199-Ac</p> <p><u>Teacher Edition</u> 137-Ins 139-Ac</p>	<p><u>SE Location</u> Studio Experience Studio Experience</p> <p><u>TE Location</u> Computer Connection Design Extension</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(x) use visual comparisons to illustrate ideas from imagination for original artworks</p>	<p><u>Student Edition</u> 126-128-Ins 262-263-Ac</p> <p><u>Teacher Edition</u> 127-Ins 136-Ac</p>	<p><u>SE Location</u> Studio Experience Studio Experience</p> <p><u>TE Location</u> Design Extension Gifted and Talented</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(i) identify the elements of art, including line, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 28-Ins 50-51-Ac</p> <p><u>Teacher Edition</u> 28-Ins 53-As</p>	<p><u>SE Location</u> Try It Studio Experience</p> <p><u>TE Location</u> Design Extension Chapter Review Answers (Recall / Apply)</p>

<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(ii) apply the elements of art, including line, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 53-Ins 28-R <u>Teacher Edition</u> 53-Ins 28 Ac</p>	<p><u>SE Location</u> Chapter Review (Recall / Apply) Elements of Art <u>TE Location</u> Chapter Review Answers (Recall / Apply) Design Extension</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(iii) identify the elements of art, including shape, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 50-51-Ins 107-R <u>Teacher Edition</u> 29-Ins 107-Ac</p>	<p><u>SE Location</u> Studio Experience Elements of Art <u>TE Location</u> Art Criticism Design Extension</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(iv) apply the elements of art, including shape, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 53-Ins 29-R <u>Teacher Edition</u> 53-Ins 107-Ac</p>	<p><u>SE Location</u> Chapter Review (Recall / Apply) Shape and Form <u>TE Location</u> Chapter Review Answers (Recall / Apply) Design Extension</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(v) identify the elements of art, including color, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 50-51-Ins 51-Ac <u>Teacher Edition</u> 30-Ins 51-Ac</p>	<p><u>SE Location</u> Studio Experience Journal Connection <u>TE Location</u> Teaching Tip Journal Connection</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(vi) apply the elements of art, including color, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 53-Ins 30-31-R <u>Teacher Edition</u> 53-Ins 31-Ac</p>	<p><u>SE Location</u> Chapter Review (Recall / Apply) Color <u>TE Location</u> Chapter Review Answers (Recall / Apply) Vocabulary</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(vii) identify the elements of art, including texture, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 50-51-Ins 51-Ac <u>Teacher Edition</u> 50-51-Ins 51-Ac</p>	<p><u>SE Location</u> Studio Experience Journal Connection <u>TE Location</u> Studio Experience Journal Connection</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(viii) apply the elements of art, including texture, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 53-Ins 34-R <u>Teacher Edition</u> 34-Ins 53-As</p>	<p><u>SE Location</u> Chapter Review (Recall / Apply) Texture <u>TE Location</u> Teaching Tip Chapter Review Answers (Recall / Apply)</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(ix) identify the elements of art, including form, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 50-51-Ins 51-Ac <u>Teacher Edition</u> 50-51-Ins 51-Ac</p>	<p><u>SE Location</u> Studio Experience Journal Connection <u>TE Location</u> Studio Experience Journal Connection</p>

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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:	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(xi) identify the elements of art, including space, as the fundamentals of art in personal artworks	<u>Student Edition</u> 33-Ins 50-51-Ac <u>Teacher Edition</u> 33-Ins 50-51-Ac	<u>SE Location</u> Paragraphs 1 and 2 Studio Experience <u>TE Location</u> Art Criticism Studio Experience
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(xii) apply the elements of art, including space, as the fundamentals of art in personal artworks	<u>Student Edition</u> 53-Ins 33-R <u>Teacher Edition</u> 53-Ins 33-Ac	<u>SE Location</u> Chapter Review (Recall / Apply) Space <u>TE Location</u> Chapter Review Answers 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:	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(xiii) identify the elements of art, including value, as the fundamentals of art in personal artworks	<u>Student Edition</u> 32-Ins 50-51-Ac <u>Teacher Edition</u> 32-Ins 184-Ac	<u>SE Location</u> Paragraphs 1, 2, and 3 Studio Experience <u>TE Location</u> Teacher Tip Vocabulary
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(xiv) apply the elements of art, including value, as the fundamentals of art in personal artworks	<u>Student Edition</u> 53-Ins 184-185-R <u>Teacher Edition</u> 53-Ins 68-69-R	<u>SE Location</u> Chapter Review (Recall / Apply) Elements of Art <u>TE Location</u> Chapter Review Answers (Recall / Apply) Lighting & Metering Challenges
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(i) identify the principles of design, including emphasis, in personal artworks	<u>Student Edition</u> 41-Ins 53-Ac <u>Teacher Edition</u> 41-Ins 53-As	<u>SE Location</u> Paragraphs 1, 2, and 3 Chapter Review (Synthesize) <u>TE Location</u> Paragraphs 1, 2, and 3 Chapter Review Answers (Synthesize)
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(ii) apply the principles of design, including emphasis, in personal artworks	<u>Student Edition</u> 53-Ins 133-Ac <u>Teacher Edition</u> 53-Ins 133-Ac	<u>SE Location</u> Chapter Review (Synthesize) Try It <u>TE Location</u> Chapter Review Answers (Synthesize) Try It
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(iii) identify the principles of design, including repetition/pattern, in personal artworks	<u>Student Edition</u> 35-Ins 50-51-Ac <u>Teacher Edition</u> 134-Ins 182-Ac	<u>SE Location</u> Paragraphs 2 and 3 Studio Experience <u>TE Location</u> Art Criticism Art Criticism
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(iv) apply the principles of design, including repetition/pattern, in personal artworks	<u>Student Edition</u> 53-Ins 35-R <u>Teacher Edition</u> 53-Ins 248-Ac	<u>SE Location</u> Chapter Review (Synthesize) Paragraph 3-4 <u>TE Location</u> Chapter Review Answers (Synthesize) Design Extension
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(v) identify the principles of design, including movement/rhythm, in personal artworks	<u>Student Edition</u> 50-51-Ins 134-R <u>Teacher Edition</u> 134-Ins 134-R	<u>SE Location</u> Studio Experience Principles of Design <u>TE Location</u> Inquiry Principles of Design

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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) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(vii) identify the principles of design, including contrast/variety, in personal artworks	<u>Student Edition</u> 50-51-Ins 184-R <u>Teacher Edition</u> 53-Ins 184-R	<u>SE Location</u> Studio Experience Elements of Design <u>TE Location</u> Chapter Review Answers (Synthesize) Elements of Design
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(viii) apply the principles of design, including contrast/variety, in personal artworks	<u>Student Edition</u> 53-Ins 38-R <u>Teacher Edition</u> 53-Ins 184-Ac	<u>SE Location</u> Chapter Review (Synthesize) Paragraph 4-6 <u>TE Location</u> Chapter Review Answers (Synthesize) Vocabulary
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(ix) identify the principles of design, including balance, in personal artworks	<u>Student Edition</u> 36-37-Ins 50-51-Ac <u>Teacher Edition</u> 50-51-Ac 207-Ins	<u>SE Location</u> Paragraphs 1-5 Studio Experience <u>TE Location</u> Studio Experience Inquiry
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(x) apply the principles of design, including balance, in personal artworks	<u>Student Edition</u> 53-Ins 36-37-R <u>Teacher Edition</u> 53-Ins	<u>SE Location</u> Chapter Review (Synthesize) Balance and the Rule of Thirds <u>TE Location</u> Chapter Review Answers (Synthesize)
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(xi) identify the principles of design, including proportion, in personal artworks	<u>Student Edition</u> 42-Ins 50-51-Ac <u>Teacher Edition</u> 50-51-Ac 53-Ins	<u>SE Location</u> Paragraphs 1 and 2 Studio Experience <u>TE Location</u> Studio Experience Chapter Review Answers
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(xii) apply the principles of design, including proportion, in personal artworks	<u>Student Edition</u> 53-Ins <u>Teacher Edition</u> 53-Ins	<u>SE Location</u> Chapter Review (Synthesize) <u>TE Location</u> Chapter Review Answers (Synthesize)
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(xiii) identify the principles of design, including unity, in personal artworks	<u>Student Edition</u> 50-51-Ins 249-R <u>Teacher Edition</u> 53-Ins 249-R	<u>SE Location</u> Studio Experience Principles of Design <u>TE Location</u> Chapter Review Answers Principles of Design
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(xiv) apply the principles of design, including unity, in personal artworks	<u>Student Edition</u> 53-Ins <u>Teacher Edition</u> 53-Ins	<u>SE Location</u> Chapter Review (Synthesize) <u>TE Location</u> Chapter Review Answers
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(D) explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately	(i) explore suitability of art media to express specific ideas relating to visual themes of artworks, using art vocabulary accurately	<u>Student Edition</u> 98-99-Ins 99-Ac <u>Teacher Edition</u> 101-Ins 155-Ac	<u>SE Location</u> Studio Experience Journal Connection <u>TE Location</u> Chapter Review Answers (Recall) Chapter Review Answers (Recall)

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(D) explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately	(ii) explore suitability of art processes to express specific ideas relating to visual themes of artworks, using art vocabulary accurately	<u>Student Edition</u> 201-Ins 265-Ac <u>Teacher Edition</u> 201-Ins 265-As	<u>SE Location</u> Chapter Review (Recall) Chapter Review (Synthesize) <u>TE Location</u> Chapter Review Answers (Recall) Chapter Review Answers (Synthesize)
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent	(i) create original artworks using multiple solutions from direct observation in order to expand personal themes that demonstrate artistic talent	<u>Student Edition</u> 126-127-Ins 152-153-Ac <u>Teacher Edition</u> 127-Ins 155-As	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Design Extension Chapter Review Answers (Apply / Synthesize)
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent	(ii) create original artworks using multiple solutions from original sources in order to expand personal themes that demonstrate artistic intent	<u>Student Edition</u> 126-127-Ins 198-199-Ac <u>Teacher Edition</u> 155-Ins 198-199-Ac	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Chapter Review Answers (Apply / Synthesize) Studio Experience
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent	(iii) create original artworks using multiple solutions from experiences in order to expand personal themes that demonstrate artistic intent	<u>Student Edition</u> 174-175-Ins 240-241-Ac <u>Teacher Edition</u> 177-Ins 240-241-Ac	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Chapter Review Answers (Apply) Studio Experience
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent	(iv) create original artworks using multiple solutions from imagination in order to expand personal themes that demonstrate artistic intent	<u>Student Edition</u> 198-199-Ins 262-263-Ac <u>Teacher Edition</u> 201-Ins 262-263-Ac	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Chapter Review Answers (Apply / Synthesize)) Studio Experience
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions	(i) apply design skills in creating practical applications in order to make successful design decisions	<u>Student Edition</u> 74-75-Ins 98-99-Ac <u>Teacher Edition</u> 98-99-Ac 201-Ins	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Studio Experience Chapter Review Answers (Apply / Synthesize)
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions	(ii) apply design skills in clarifying presentations in order to make successful design decisions	<u>Student Edition</u> 175-Ins 75-Ac <u>Teacher Edition</u> 153-Ins 175-Ac	<u>SE Location</u> Journal Connection Check It <u>TE Location</u> Display Display
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions	(iii) apply design skills in examining consumer choices in order to make successful design decisions	<u>Student Edition</u> 162-Ins 257-Ac <u>Teacher Edition</u> 168-Ins 257-Ac	<u>SE Location</u> Try It Try It <u>TE Location</u> Journalism Teaching Tip
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	(i) use an understanding of copyright to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	<u>Student Edition</u> No Match <u>Teacher Edition</u> 260-Ins	<u>SE Location</u> No Match <u>TE Location</u> Teaching Tip
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	(ii) use an understanding of public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	<u>Student Edition</u> No Match <u>Teacher Edition</u> 260-Ins	<u>SE Location</u> No Match <u>TE Location</u> Teaching Tip

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(D) create original artwork to communicate thoughts, feelings, ideas, or impressions	(i) create original artwork to communicate thoughts, feelings, ideas, or impressions	<u>Student Edition</u> 126-127-Ins 174-175-Ac <u>Teacher Edition</u> 127-Ins 265-As	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Internet Connection Chapter Review Answers (Synthesize)
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(E) collaborate to create original works of art	(i) collaborate to create original works of art	<u>Student Edition</u> 257-Ins <u>Teacher Edition</u> 127-Ins	<u>SE Location</u> Try It <u>TE Location</u> Design Extension
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(i) select from a variety of art media to communicate specific ideas in drawing	<u>Student Edition</u> 129-Ins <u>Teacher Edition</u> 129-Ins	<u>SE Location</u> For Your Portfolio <u>TE Location</u> 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:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(ii) select from a variety of art media to communicate specific ideas in painting	<u>Student Edition</u> No Match <u>Teacher Edition</u> 86-Ins	<u>SE Location</u> No Match <u>TE Location</u> Design Extension
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(iii) select from a variety of art media to communicate specific ideas in printmaking	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(iv) select from a variety of art media to communicate specific ideas in sculpture	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(v) select from a variety of art media to communicate specific ideas in ceramics	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(vi) select from a variety of art media to communicate specific ideas in fiber art	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(vii) select from a variety of art media to communicate specific ideas in jewelry	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(viii) select from a variety of art media to communicate specific ideas in mixed media	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(ix) select from a variety of art media to communicate specific ideas in photography	<u>Student Edition</u> 98-99-Ins 198-199-Ac <u>Teacher Edition</u> 101-Ins 155-As	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Chapter Review Answers Chapter Review Answers
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(x) select from a variety of art media to communicate specific ideas in digital art and media	<u>Student Edition</u> 88-Ins 96-97-Ac <u>Teacher Edition</u> 96-Ins 101-As	<u>SE Location</u> Try It How to... <u>TE Location</u> Teaching Tip Chapter Review Answers

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xi) select from a variety of art tools to communicate specific ideas in drawing	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xii) select from a variety of art tools to communicate specific ideas in painting	<u>Student Edition</u> No Match <u>Teacher Edition</u> 86-Ins	<u>SE Location</u> No Match <u>TE Location</u> Design Extension
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xiii) select from a variety of art media to communicate specific ideas in printmaking	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xiv) select from a variety of art tools to communicate specific ideas in sculpture	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xv) select from a variety of art tools to communicate specific ideas in ceramics	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xvi) select from a variety of art tools to communicate specific ideas in fiber art	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xvii) select from a variety of art tools to communicate specific ideas in jewelry	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xviii) select from a variety of art tools to communicate specific ideas in mixed-media	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xix) select from a variety of art tools to communicate specific ideas in photography	<u>Student Edition</u> 98-99-Ins 243-As <u>Teacher Edition</u> 243-Ins 155-As	<u>SE Location</u> Studio Experience Chapter Review (Understand) <u>TE Location</u> Chapter Review Answers (Synthesize) Chapter Review Answers (Recall / Understand / Apply)
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xx) select from a variety of art tools to communicate specific ideas in digital art and media	<u>Student Edition</u> 96-97-Ins 99-Ac <u>Teacher Edition</u> 99-Ac 101-Ins	<u>SE Location</u> How to... Journal Connection <u>TE Location</u> Journal Connection Chapter Review Answers
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(A) examine selected historical periods or styles of art to identify general themes and trends	(i) examine selected historical periods or styles of art to identify general themes	<u>Student Edition</u> 43-Ins 255-R <u>Teacher Edition</u> 49-Ins 250-R	<u>SE Location</u> Art History Art History <u>TE Location</u> Vocabulary Art History

(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(A) examine selected historical periods or styles of art to identify general themes and trends	(ii) examine selected historical periods or styles of art to identify general trends	<u>Student Edition</u> 73-Ins 113-R <u>Teacher Edition</u> 113-Ins 197-R	<u>SE Location</u> Art History Art History <u>TE Location</u> Art History Art History
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(B) analyze specific characteristics in artwork from a variety of cultures	(i) analyze specific characteristics in artwork from a variety of cultures	<u>Student Edition</u> 242-Ins <u>Teacher Edition</u> 46-Ins 214-Ac	<u>SE Location</u> Career Profile <u>TE Location</u> Internet Connection Teaching Tip
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(C) collaborate on community-based art projects	(i) collaborate on community-based art projects	<u>Student Edition</u> 152-153-Ins 174-175-Ac <u>Teacher Edition</u> 173-Ins 186-Ac	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Teaching Tip Teaching Tip
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(i) examine career opportunities in art	<u>Student Edition</u> 128-Ins 154-R <u>Teacher Edition</u> 8-Ins 257-Ac	<u>SE Location</u> Career Profile Career Profile <u>TE Location</u> Teaching Tip Teaching Tip
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(ii) research career opportunities in art	<u>Student Edition</u> 76-Ins 264-R <u>Teacher Edition</u> 257-Ins 264-R	<u>SE Location</u> Career Profile Career Profile <u>TE Location</u> Teaching Tip Career Profile
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(iii) examine entrepreneurial opportunities in art	<u>Student Edition</u> 128-Ins 154-R <u>Teacher Edition</u> 154-R 257-Ins	<u>SE Location</u> Career Profile Career Profile <u>TE Location</u> Career Profile Teaching Tip
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(iv) research entrepreneurial opportunities in art	<u>Student Edition</u> 76-Ins 264-R <u>Teacher Edition</u> 257-Ins 264-R	<u>SE Location</u> Career Profile Career Profile <u>TE Location</u> Teaching Tip Career Profile
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(v) examine avocational opportunities in art	<u>Student Edition</u> 128-Ins 154-R <u>Teacher Edition</u> 154-R 257-Ins	<u>SE Location</u> Career Profile Career Profile <u>TE Location</u> Career Profile Teaching Tip
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(vi) research avocational opportunities in art	<u>Student Edition</u> 76-Ins 264-R <u>Teacher Edition</u> 257-Ins 264-R	<u>SE Location</u> Career Profile Career Profile <u>TE Location</u> Teaching Tip Career Profile
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(i) interpret artistic decisions in artwork by self	<u>Student Edition</u> 75-Ins 153-Ac <u>Teacher Edition</u> 201-Ins 153-Ac	<u>SE Location</u> Journal Connection Journal Connection <u>TE Location</u> Chapter Review Answers (Evaluate) Journal Connection

(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(ii) evaluate artistic decisions in artwork by self	<u>Student Edition</u> 155-Ins 201-Ac <u>Teacher Edition</u> 155-Ins 201-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio <u>TE Location</u> Chapter Review Answers (Apply) Chapter Review Answers (Evaluate)
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(iii) justify artistic decisions in artwork by self	<u>Student Edition</u> 127-Ins 263-Ac <u>Teacher Edition</u> 127-Ins 263-Ac	<u>SE Location</u> Check It Check It <u>TE Location</u> Check It Check It
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(iv) interpret artistic decisions in artwork by peer	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(v) evaluate artistic decisions in artwork by peer	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(vi) justify artistic decisions in artwork by peer	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(vii) interpret artistic decisions in artwork by other artists	<u>Student Edition</u> 53-Ins 265-Ac <u>Teacher Edition</u> 53-Ins 243-	<u>SE Location</u> Chapter Review (Evaluate) Chapter Review (Analyze / Evaluate) <u>TE Location</u> Chapter Review Answers (Evaluate) Chapter Review Answers (Analyze / Evaluate)
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(viii) evaluate artistic decisions in artwork by other artists	<u>Student Edition</u> 221-Ac 201-Ac <u>Teacher Edition</u> 129-Ins 177-Ac	<u>SE Location</u> Chapter Review (Evaluate) Chapter Review (Analyze / Evaluate) <u>TE Location</u> Chapter Review Answers (Analyze) Chapter Review Answers (Analyze / Evaluate)
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(ix) justify artistic decisions in artwork by other artists	<u>Student Edition</u> 77-Ins 101-Ac <u>Teacher Edition</u> 77-Ins 101-As	<u>SE Location</u> Chapter Review (Evaluate) Chapter Review (Evaluate) <u>TE Location</u> Chapter Review Answers (Evaluate) Chapter Review Answers (Evaluate)
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(B) evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork	(i) evaluate artwork using a method of critique	<u>Student Edition</u> 129-Ins 53-Ac <u>Teacher Edition</u> 17-Ins 100-Ac	<u>SE Location</u> Chapter Review (Analyze) Chapter Review (Synthesize) <u>TE Location</u> Art Criticism Art Criticism
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(B) evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork	(ii) analyze artwork using a method of critique	<u>Student Edition</u> 129-Ins 155-AC <u>Teacher Edition</u> 15-Ins 16-Ac	<u>SE Location</u> Chapter Review Writing About Art <u>TE Location</u> Art Criticism Art Criticism

(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(C) use responses to artwork critiques to make decisions about future directions in personal work	(i) use responses to artwork critiques to make decisions about future directions in personal work	<u>Student Edition</u> 23-Ins 77-Ac <u>Teacher Edition</u> 23-Ins 77-Ac	<u>SE Location</u> For Your Portfolio Writing About Art <u>TE Location</u> For Your Portfolio Writing About Art
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning	(i) construct a physical or electronic portfolio by evaluating personal original artworks to provide evidence of learning	<u>Student Edition</u> 77-Ins 129-Ac <u>Teacher Edition</u> 77-Ins 129-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio <u>TE Location</u> For Your Portfolio For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning	(ii) construct a physical or electronic portfolio by analyzing personal original artworks to provide evidence of learning	<u>Student Edition</u> 201-Ins 243-Ac <u>Teacher Edition</u> 201-Ins 243-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio <u>TE Location</u> For Your Portfolio For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(i) select original artwork to form precise conclusions about formal qualities	<u>Student Edition</u> 129-Ins 263-Ac <u>Teacher Edition</u> 128-Ins 129-As	<u>SE Location</u> Chapter Review (Analyze) Journal Connection <u>TE Location</u> Art Criticism Chapter Review Answers (Analyze)
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(ii) select original artwork to form precise conclusions about historical contexts	<u>Student Edition</u> 221-Ins 243-Ac <u>Teacher Edition</u> 221-Ins 243-Ac	<u>SE Location</u> For Your Portfolio Chapter Review (Analyze) <u>TE Location</u> For Your Portfolio Chapter Review (Analyze)
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(iii) select original artwork to form precise conclusions about cultural contexts	<u>Student Edition</u> 221-Ins 243-Ac <u>Teacher Edition</u> 180-Ins 171-Ac	<u>SE Location</u> Chapter Review Chapter Review <u>TE Location</u> Art History Design Extensions
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(iv) select original artwork to form precise conclusions about intentions	<u>Student Edition</u> 218-Ins 265-Ac <u>Teacher Edition</u> 221-Ins 265-As	<u>SE Location</u> Studio Experience Chapter Review <u>TE Location</u> Chapter Review Answers Chapter Review Answers
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(v) select original artwork to form precise conclusions about meanings	<u>Student Edition</u> 221-Ins 265-Ac <u>Teacher Edition</u> 221-Ins 265-As	<u>SE Location</u> Chapter Review (Evaluate) Chapter Review (Evaluate) <u>TE Location</u> Chapter Review Answers (Evaluate) Chapter Review Answers (Evaluate)
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(vi) select portfolios to form precise conclusions about formal qualities	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(vii) select portfolios to form precise conclusions about historical contexts	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match

(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(viii) select portfolios to form precise conclusions about cultural contexts	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(ix) select portfolios to form precise conclusions about intentions	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(x) select portfolios to form precise conclusions about meanings	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xi) select exhibitions to form precise conclusions about formal qualities	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xii) select exhibitions to form precise conclusions about historical contexts	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xiii) select exhibitions to form precise conclusions about cultural contexts	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xiv) select exhibitions to form precise conclusions about intentions	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xv) select exhibitions to form precise conclusions about meanings	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xvi) analyze original artwork to form precise conclusions about formal qualities	<u>Student Edition</u> 129-Ins 127-Ac <u>Teacher Edition</u> 128-Ins 129-As	<u>SE Location</u> Chapter Review (Analyze) Journal Connection <u>TE Location</u> Art Criticism Chapter Review Answers (Analyze)
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xvii) analyze original artwork to form precise conclusions about historical contexts	<u>Student Edition</u> 221-Ins 243-As <u>Teacher Edition</u> 221-Ins 243-As	<u>SE Location</u> For Your Portfolio Chapter Review <u>TE Location</u> Chapter Review Answers Chapter Review Answers
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xviii) analyze original artwork to form precise conclusions about cultural contexts	<u>Student Edition</u> 241-Ins 243-As <u>Teacher Edition</u> 221-Ins 243-As	<u>SE Location</u> Journal Connection Chapter Review (Analyze) <u>TE Location</u> Chapter Review Answers Chapter Review Answers

(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xix) analyze original artwork to form precise conclusions about intentions	<u>Student Edition</u> 50-51-Ins 53-Ac <u>Teacher Edition</u> 201 Ins 243-As	<u>SE Location</u> Studio Experience Chapter Review (Analyze) <u>TE Location</u> Chapter Review Answers (Evaluate) Chapter Review Answers (Evaluate)
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xx) analyze original artwork to form precise conclusions about meanings	<u>Student Edition</u> 201-Ins 263-Ac <u>Teacher Edition</u> 53-Ins 129-Ac	<u>SE Location</u> Writing About Art Journal Connection <u>TE Location</u> Chapter Review Answers (Evaluate) Chapter Review Answers (Synthesize)
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxi) analyze portfolios to form precise conclusions about formal qualities	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxii) analyze portfolios to form precise conclusions about historical contexts	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxiii) analyze portfolios to form precise conclusions about cultural contexts	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxiv) analyze portfolios to form precise conclusions about intentions	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxv) analyze portfolios to form precise conclusions about meanings	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxvi) analyze exhibitions to form precise conclusions about formal qualities	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxvii) analyze exhibitions to form precise conclusions about historical contexts	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxviii) analyze exhibitions to form precise conclusions about cultural contexts	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxix) analyze exhibitions to form precise conclusions about intentions	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxx) analyze exhibitions to form precise conclusions about meanings	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match