

<b>Correlations to the Texas Essential Knowledge and Skills (TEKS): Student Material</b>						
<b>Subject</b>	<b>Chapter 117. Texas Essential Knowledge and Skills for Fine Arts</b>					
<b>Subchapter</b>	<b>Subchapter D. Elementary, Adopted 2013</b>					
<b>Course</b>	<b>§117.105. Art, Grade 1, Adopted 2013.</b>					
<b>Publisher</b>	<b>Davis Publications, Inc.</b>					
<b>Program Title</b>	<b>Explorations in Art, 1</b>					
<b>Program ISBN</b>	<b>978-1-61528-288-3</b>					
<b>(a) Introduction</b>						
<p>(1) The Fine Arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem-solving. The Fine Arts develop cognitive functioning and increase student academic achievement, higher order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the Fine Arts, is essential to nurture and develop the whole child.</p>						
<p>(2) Four basic strands— foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.</p>						
<p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>						
<b>(b) Knowledge and Skills.</b>						
<b>Knowledge and Skills Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Citation Type</b>	<b>Component ISBN</b>	<b>Page (s)</b>	<b>Specific Location</b>
<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, understanding, and applying the elements of art and principles of design. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:</p>	<p>(A) identify similarities, differences, and variations among subjects in the environment using the senses</p>	<p>(i) identify similarities among subjects in the environment using the senses</p>	<p><b>Instruction</b></p>	<p>978-1-61528-288-3</p>	<p>pp. 12-13</p>	<p>Special Objects</p>
			<p><b>Activity</b></p>	<p>978-1-61528-288-3</p>	<p>p. 14</p>	<p>Everyday Objects</p>
			<p><b>Instruction</b></p>	<p>978-1-61528-288-3</p>	<p>34</p>	<p>Who I Am</p>
<p>(1) Foundations: observation and perception. Students expands visual literacy skills, utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the Elements of Art and Principles of Design. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks. The student is expected to:</p>	<p>(A) identify similarities, differences, and variations among subjects in the environment using the senses</p>	<p>(ii) identify differences among subjects in the environment using the senses</p>	<p><b>Instruction</b></p>	<p>978-1-61528-288-3</p>	<p>6</p>	<p>Beauty in Nature</p>
			<p><b>Activity</b></p>	<p>978-1-61528-288-3</p>	<p>4</p>	<p>Beautiful Buildings</p>
			<p><b>Activity</b></p>	<p>978-1-61528-288-3</p>	<p>20-21</p>	<p>Beauty in Nature</p>
<p>(1) Foundations: observation and perception. Students expands visual literacy skills, utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the Elements of Art and Principles of Design. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks. The student is expected to:</p>	<p>(A) identify similarities, differences, and variations among subjects in the environment using the senses</p>	<p>(iii) identify variations among subjects in the environment using the senses</p>	<p><b>Instruction</b></p>	<p>978-1-61528-288-3</p>	<p>6</p>	<p>Beauty in Nature</p>
			<p><b>Activity</b></p>	<p>978-1-61528-288-3</p>	<p>20-21</p>	<p>Beauty in Nature</p>
<p>(1) Foundations: observation and perception. Students expands visual literacy skills, utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the Elements of Art and Principles of Design. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks. The student is expected to:</p>	<p>(B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments</p>	<p>(i) identify the elements of art, including line, in nature</p>	<p><b>Instruction</b></p>	<p>978-1-61528-288-3</p>	<p>6</p>	<p>Beauty in Nature</p>
			<p><b>Activity</b></p>	<p>978-1-61528-288-3</p>	<p>7</p>	<p>Studio Time</p>
			<p><b>Instruction</b></p>	<p>978-1-61528-288-3</p>	<p>92</p>	<p>Art and Nature: Getting Ideas</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Observation and perception. Students expands visual literacy skills, utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the Elements of Art and Principles of Design. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks. The student is expected to:	(B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments	(ii) identify the elements of art, including shape, in nature	Instruction	978-1-61528-288-3	6	Beauty in Nature
			Activity	978-1-61528-288-3	7	Studio Time
			Review	978-1-61528-288-3	29	In Another Place
			Instruction	978-1-61528-288-3	92	Art and Nature: Getting Ideas
			Activity	978-1-61528-288-3	99	Inspiration from Art

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Observation and perception. Students expands visual literacy skills, utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the Elements of Art and Principles of Design. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks. The student is expected to:	(B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments	(iii) identify the elements of art, including color, in nature	Instruction	978-1-61528-288-3	74	Colorful Weather Stories
			Activity	978-1-61528-288-3	75	Studio Time
			Instruction	978-1-61528-288-3	93	Many People Like Plants & Animals
			Activity	978-1-61528-288-3	99	Inspiration from Art
(1) Foundations: observation and perception. Students expands visual literacy skills, utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the Elements of Art and Principles of Design. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks. The student is expected to:	(B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments	(iv) identify the elements of art, including texture, in nature	Instruction	978-1-61528-288-3	20-21	Beauty in Nature
			Activity	978-1-61528-288-3	21	Studio Time
			Instruction	978-1-61528-288-3	22	Looking at Creatures
			Activity	978-1-61528-288-3	25	Inspiration From Art
(1) Foundations: observation and perception. Students expands visual literacy skills, utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the Elements of Art and Principles of Design. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks. The student is expected to:	(B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments	(v) identify the elements of art, including form, in nature	Instruction	978-1-61528-288-3	114	Studio Exploration
			Assessment	978-1-61528-288-3	115-116	Begin to Create
(1) Observation and perception. Students expands visual literacy skills, utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the Elements of Art and Principles of Design. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks. The student is expected to:	(B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments	(vi) identify the elements of art, including line, in human-made environments	Instruction	978-1-61528-288-3	pp. 4-5	Beautiful Buildings
			Activity	978-1-61528-288-3	5	Studio Time
			Review	978-1-61528-288-3	29	In Another Place
(1) Observation and perception. Students expands visual literacy skills, utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the Elements of Art and Principles of Design. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks. The student is expected to:	(B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments	(vii) identify the elements of art, including shape in human-made environments	Instruction	978-1-61528-288-3	52	Neighborhood Buildings
			Activity	978-1-61528-288-3	53	Studio Time
			Activity	978-1-61528-288-3	129	Inspiration from Art
(1) Foundations: observation and perception. Students expands visual literacy skills, utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the Elements of Art and Principles of Design. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks. The student is expected to:	(B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments	(viii) identify the elements of art, including color, in human-made environments	Instruction	978-1-61528-288-3	162	Dressing Up
			Activity	978-1-61528-288-3	16	Plan and Practice

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<p>(1) Foundations: observation and perception. Students expands visual literacy skills, utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the Elements of Art and Principles of Design. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks. The student is expected to:</p>	<p>(B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments</p>	<p>(ix) identify the elements of art, including texture, in human-made environments</p>	<p>Instruction</p>	<p>978-1-61528-288-3</p>	<p>No Match</p>	<p>No Match</p>
			<p>(Drop-down menu)</p>	<p>978-1-61528-288-3</p>	<p>No Match</p>	<p>No Match</p>
<p>(1) Foundations: observation and perception. Students expands visual literacy skills, utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the Elements of Art and Principles of Design. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks. The student is expected to:</p>	<p>(B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments</p>	<p>(x) identify the elements of art, including form, in human-made environments</p>	<p>Instruction</p>	<p>978-1-61528-288-3</p>	<p>54-55</p>	<p>Studio Exploration</p>
			<p>Activity</p>	<p>978-1-61528-288-3</p>	<p>170</p>	<p>Furniture for the Future</p>
<p>(1) Foundations: observation and perception. Students expands visual literacy skills, utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the Elements of Art and Principles of Design. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks. The student is expected to:</p>	<p>(B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments</p>	<p>(xi) identify the principles of design, including emphasis, in nature</p>	<p>Instruction</p>	<p>978-1-61528-288-3</p>	<p>No Match</p>	<p>No Match</p>
			<p>(Drop-down menu)</p>	<p>978-1-61528-288-3</p>	<p>No Match</p>	<p>No Match</p>
<p>(1) Foundations: observation and perception. Students expands visual literacy skills, utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the Elements of Art and Principles of Design. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks. The student is expected to:</p>	<p>(B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments</p>	<p>(xii) identify the principles of design, including repetition/pattern, in nature</p>	<p>Instruction</p>	<p>978-1-61528-288-3</p>	<p>22</p>	<p>Looking at Creatures</p>
			<p>Activity</p>	<p>978-1-61528-288-3</p>	<p>23</p>	<p>Studio Time</p>
			<p>Instruction</p>	<p>978-1-61528-288-3</p>	<p>96-97</p>	<p>Plant Patterns</p>
			<p>Activity</p>	<p>978-1-61528-288-3</p>	<p>97</p>	<p>Studio Time</p>
<p>Instruction</p>	<p>978-1-61528-288-3</p>	<p>104-105</p>	<p>Patterned Landscapes</p>			
<p>(1) Foundations: observation and perception. Students expands visual literacy skills, utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the Elements of Art and Principles of Design. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks. The student is expected to:</p>	<p>(B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments</p>	<p>(xiii) identify the principles of design, including balance, in nature</p>	<p>Instruction</p>	<p>978-1-61528-288-3</p>	<p>94-95</p>	<p>Insects Close Up</p>
			<p>Activity</p>	<p>978-1-61528-288-3</p>	<p>95</p>	<p>Studio Time</p>
<p>(1) Foundations: observation and perception. Students expands visual literacy skills, utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the Elements of Art and Principles of Design. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks. The student is expected to:</p>	<p>(B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments</p>	<p>(xiv) identify the principles of design, including emphasis, in human-made environments</p>	<p>Instruction</p>	<p>978-1-61528-288-3</p>	<p>154</p>	<p>Changing Seasons</p>
			<p>(Drop-down menu)</p>	<p>978-1-61528-288-3</p>	<p>No Match</p>	<p>No Match</p>

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<p>(1) Foundations: observation and perception. Students expand visual literacy skills, utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the Elements of Art and Principles of Design. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks. The student is expected to:</p>	<p>(B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments</p>	<p>(xv) identify the principles of design, including repetition/pattern, in human-made environments</p>	<p><b>Instruction</b></p>	<p>978-1-61528-288-3</p>	<p>29</p>	<p>Another Place</p>
			<p><b>Activity</b></p>	<p>978-1-61528-288-3</p>	<p>162</p>	<p>Dressing Up</p>
<p>(1) Foundations: observation and perception. Students expand visual literacy skills, utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the Elements of Art and Principles of Design. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks. The student is expected to:</p>	<p>(B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments</p>	<p>(xvi) identify the principles of design, including balance, in human-made environments</p>	<p><b>Instruction</b></p>	<p>978-1-61528-288-3</p>	<p>94-95</p>	<p>Insects Up Close</p>
			<p><b>Activity</b></p>	<p>978-1-61528-288-3</p>	<p>96</p>	<p>Plant Patterns</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(A) invent images that combine a variety of lines, shapes, colors, textures, and forms</p>	<p>(i) invent images that combine a variety of lines</p>	<p><b>Instruction</b></p>	<p>978-1-61528-288-3</p>	<p>7</p>	<p>Studio Time</p>
			<p><b>Activity</b></p>	<p>978-1-61528-288-3</p>	<p>pp. 8-11</p>	<p>Studio Exploration</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(A) invent images that combine a variety of lines, shapes, colors, textures, and forms</p>	<p>(ii) invent images that combine a variety of shapes</p>	<p><b>Instruction</b></p>	<p>978-1-61528-288-3</p>	<p>7</p>	<p>Studio Time</p>
			<p><b>Activity</b></p>	<p>978-1-61528-288-3</p>	<p>pp. 8-11</p>	<p>Studio Exploration</p>
			<p><b>Activity</b></p>	<p>978-1-61528-288-3</p>	<p>35</p>	<p>Studio Time</p>
			<p><b>Activity</b></p>	<p>978-1-61528-288-3</p>	<p>53</p>	<p>Studio Time</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(A) invent images that combine a variety of lines, shapes, colors, textures, and forms</p>	<p>(iii) invent images that combine a variety of colors</p>	<p><b>Instruction</b></p>	<p>978-1-61528-288-3</p>	<p>51</p>	<p>Studio Time</p>
			<p><b>Activity</b></p>	<p>978-1-61528-288-3</p>	<p>65</p>	<p>Studio Time</p>
			<p><b>Activity</b></p>	<p>978-1-61528-288-3</p>	<p>67</p>	<p>Studio Time</p>
			<p><b>Activity</b></p>	<p>978-1-61528-288-3</p>	<p>73</p>	<p>Studio Time</p>
			<p><b>Activity</b></p>	<p>978-1-61528-288-3</p>	<p>75</p>	<p>Studio Time</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(A) invent images that combine a variety of lines, shapes, colors, textures, and forms</p>	<p>(iv) invent images that combine a variety of textures</p>	<p><b>Instruction</b></p>	<p>978-1-61528-288-3</p>	<p>23</p>	<p>Studio Time</p>
			<p><b>Activity</b></p>	<p>978-1-61528-288-3</p>	<p>24-27</p>	<p>Studio Exploration</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) invent images that combine a variety of lines, shapes, colors, textures, and forms	(v) invent images that combine a variety of forms	Instruction	978-1-61528-288-3	54	Read, Look, and Learn
			Activity	978-1-61528-288-3	54-57	Studio Exploration
(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) place components in orderly arrangements to create designs	(i) place components in orderly arrangements to create designs	Instruction	978-1-61528-288-3	97	Studio Time
			Activity	978-1-61528-288-3	98-101	Studio Exploration
(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) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms	(i) increase manipulative skills necessary for using a variety of materials to produce drawings	Instruction	978-1-61528-288-3	5	Studio Time
			Activity	978-1-61528-288-3	23	Studio Time
			Activity	978-1-61528-288-3	37	Studio Time
			Activity	978-1-61528-288-3	45	Studio Time
(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) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms	(ii) increase manipulative skills necessary for using a variety of materials to produce paintings	Instruction	978-1-61528-288-3	65	Studio Time
			Activity	978-1-61528-288-3	68-71	Studio Exploration
			Instruction	978-1-61528-288-3	67	Studio Time
			Activity	978-1-61528-288-3	76-79	Studio Exploration
(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) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms	(iii) increase manipulative skills necessary for using a variety of materials to produce prints	Instruction	978-1-61528-288-3	7	Studio Time
			Activity	978-1-61528-288-3	103	Studio Time
(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) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms	(iv) increase manipulative skills necessary for using a variety of materials to produce constructions	Instruction	978-1-61528-288-3	13	Studio Time
			Activity	978-1-61528-288-3	16-19	Studio Exploration
			Activity	978-1-61528-288-3	53	Studio Time
			Activity	978-1-61528-288-3	54-57	Studio Exploration

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms	(v) increase manipulative skills necessary for using a variety of materials to produce sculptures, including modeled forms	Instruction	978-1-61528-288-3	24	Read, Look, and Learn
			Activity	978-1-61528-288-3	24-27	Studio Exploration
			Activity	978-1-61528-288-3	46-49	Studio Exploration
(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) identify simple ideas expressed in artworks through different media	(i) identify simple ideas expressed in artworks through different media	Instruction	978-1-61528-288-3	32	People and Places: Seeing Details and Actions
			Activity	978-1-61528-288-3	33	We All Care About Other People
			Activity	978-1-61528-288-3	47	Inspirations from Art
			Instruction	978-1-61528-288-3	72-73	Outdoor Stories
Activity	978-1-61528-288-3	80-81	Illustrating a Story			
(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) demonstrate an understanding that art is created globally by all people throughout time	(i) demonstrate an understanding that art is created globally by all people throughout time	Instruction	978-1-61528-288-3	28-29	Looking Around: Seeing Beauty Everywhere
			Activity	978-1-61528-288-3	58-59	People and Places: Showing Who We Are
			Activity	978-1-61528-288-3	88-89	Storytelling: Stories Are Told Everywhere
(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) discuss the use of art in everyday life	(i) discuss the use of art in everyday life	Instruction	978-1-61528-288-3	170	Furniture for the Future
			Activity	978-1-61528-288-3	171	Studio Time
			Instruction	978-1-61528-288-3	172	A Way to Travel
			Activity	978-1-61528-288-3	173	Studio Time
(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) relate visual art concepts to other disciplines	(i) relate visual art concepts to other disciplines	Instruction	978-1-61528-288-3	pp. 12-13	Special Objects
			Activity	978-1-61528-288-3	13	Studio Time
			Activity	978-1-61528-288-3	16-19	Studio Exploration
			Instruction	978-1-61528-288-3	80-81	Illustrating a Story
			Activity	978-1-61528-288-3	81	Studio Time
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) explain ideas about personal artworks	(i) explain ideas about personal artworks	Instruction	978-1-61528-288-3	10	Step 5: Share and Reflect
			Activity	978-1-61528-288-3	18	Step 5: Share and Reflect
			Activity	978-1-61528-288-3	78	Step 5: Share and Reflect
			Activity	978-1-61528-288-3	168	Step 5: Share and Reflect

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(B) identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers	(i) identify ideas found in collections using original artworks created by artists or peers	Instruction	978-1-61528-288-3	32-33	People and Places: Seeing Details and Actions
			Activity	978-1-61528-288-3	66-67	A Story Setting
			Activity	978-1-61528-288-3	80-81	Illustrating a Story
			Activity	978-1-61528-288-3	132-133	Remember Fun Times
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(C) compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions	(i) compile collections of artwork for the purposes of self-evaluations or exhibitions	Instruction	978-1-61528-288-3	18	For Your Portfolio
			Activity	978-1-61528-288-3	54-55	Planning Our Town
			Activity	978-1-61528-288-3	138	Share and Reflect