

Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts
Subchapter	Subchapter D. Elementary, Adopted 2013
Course	§117.105. Art, Grade 1, Adopted 2013.
Publisher	Davis Publications, Inc.
Program Title	Explorations in Art, 1
Program ISBN	978-1-61528-288-3

(a) Introduction

(1) The Fine Arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem-solving. The Fine Arts develop cognitive functioning and increase student academic achievement, higher order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the Fine Arts, is essential to nurture and develop the whole child.

(2) Four basic strands— foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.

(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning, 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:	(A) identify similarities, differences, and variations among subjects in the environment using the senses	(i) identify similarities among subjects in the environment using the senses	Instruction	978-1-61528-288-3	2	Compare and Contrast
			Assessment	978-1-61528-288-3	3	Assess
			Review	978-1-61528-288-3	28	Compare and Contrast
			Instruction	978-1-61528-288-3	92	Compare and Contrast
			Activity	978-1-61528-288-3	93	Assess
(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:	(A) identify similarities, differences, and variations among subjects in the environment using the senses	(ii) identify differences among subjects in the environment using the senses	Instruction	978-1-61528-288-3	2	Compare and Contrast
			Assessment	978-1-61528-288-3	3	Assess
			Review	978-1-61528-288-3	28	Compare and Contrast
			Instruction	978-1-61528-288-3	92	Compare and Contrast
			Activity	978-1-61528-288-3	93	Assess
(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:	(A) identify similarities, differences, and variations among subjects in the environment using the senses	(iii) identify variations among subjects in the environment using the senses	Instruction	978-1-61528-288-3	6	Explore the Images
			Assessment	978-1-61528-288-3	6	Assess
			Instruction	978-1-61528-288-3	20	Explore the Images
			Assessment	978-1-61528-288-3	20	Assess
(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	(i) identify the elements of art, including line, in nature	Instruction	978-1-61528-288-3	6	Explore the Images
			Assessment	978-1-61528-288-3	6	Assess
			Instruction	978-1-61528-288-3	92	Explore the Images

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	Explore the Images
			Assessment	978-1-61528-288-3	6	Assess
			Review	978-1-61528-288-3	28	Explore the Images
			Instruction	978-1-61528-288-3	92	Explore the Images
			Activity	978-1-61528-288-3	98	Explore the Images

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(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:</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>(iii) identify the elements of art, including color, in nature</p>	Instruction	978-1-61528-288-3	74	Explore the Images
			Assessment	978-1-61528-288-3	74	Assess
			Instruction	978-1-61528-288-3	92	Explore the Images
			Activity	978-1-61528-288-3	98	Explore the Images
<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>(iv) identify the elements of art, including texture, in nature</p>	Instruction	978-1-61528-288-3	20	Explore the Images
			Assessment	978-1-61528-288-3	20	Assess
			Instruction	978-1-61528-288-3	22	Explore the Images
			Activity	978-1-61528-288-3	24	Explore the Images
<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>(v) identify the elements of art, including form, in nature</p>	Instruction	978-1-61528-288-3	114	Studio Exploration Step 2
			Assessment	978-1-61528-288-3	116	Assess
<p>(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:</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>(vi) identify the elements of art, including line, in human-made environments</p>	Instruction	978-1-61528-288-3	4	Explore the Images
			Assessment	978-1-61528-288-3	4	Assess
			Instruction	978-1-61528-288-3	152	Explore the Images
			Assessment	978-1-61528-288-3	153	Assess
<p>(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:</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>(vii) identify the elements of art, including shape in human-made environments</p>	Instruction	978-1-61528-288-3	52	Explore the Images
			Assessment	978-1-61528-288-3	53	Assess
			Activity	978-1-61528-288-3	128	Explore the Images
<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>(viii) identify the elements of art, including color, in human-made environments</p>	Instruction	978-1-61528-288-3	162	Explore the Images
			Activity	978-1-61528-288-3	16	Teach

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(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	(ix) identify the elements of art, including texture, in human-made environments	Instruction	978-1-61528-288-3	No Match	No Match
			Activity	978-1-61528-288-3	21	Aesthetic Awareness
(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	(x) identify the elements of art, including form, in human-made environments	Instruction	978-1-61528-288-3	54	Explore the Images
			Assessment	978-1-61528-288-3	170	Assess
			Instruction	978-1-61528-288-3	170	Engage
(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	(xi) identify the principles of design, including emphasis, in nature	Instruction	978-1-61528-288-3	No Match	No Match
			(Drop-down menu)	978-1-61528-288-3	No Match	No Match
(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	(xii) identify the principles of design, including repetition/pattern, in nature	Instruction	978-1-61528-288-3	22	Explore the Images
			Activity	978-1-61528-288-3	22	Create: Studio Time
			Instruction	978-1-61528-288-3	96	Explore the Images
			Assessment	978-1-61528-288-3	96	Assess
			Instruction	978-1-61528-288-3	104	Explore the Images
(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	(xiii) identify the principles of design, including balance, in nature	Instruction	978-1-61528-288-3	94	Explore the Images
			Assessment	978-1-61528-288-3	94	Assess
(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	(xiv) identify the principles of design, including emphasis, in human-made environments	Instruction	978-1-61528-288-3	No Match	No Match
			Activity	978-1-61528-288-3	154-155	Create

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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>	Instruction	978-1-61528-288-3	28	Objectives
			Activity	978-1-61528-288-3	28	Compare and Contrast Engage
			Instruction	978-1-61528-288-3	162	
<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>	Instruction	978-1-61528-288-3	94-95	Insects Up Close
			Assessment	978-1-61528-288-3	96	Explore
<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>	Instruction	978-1-61528-288-3	6	Create: Studio Time
			Activity	978-1-61528-288-3	8 - 10	Studio Exploration
<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>	Instruction	978-1-61528-288-3	6	Create: Studio Time
			Activity	978-1-61528-288-3	8	Studio Exploration
			Activity	978-1-61528-288-3	34	Create: Studio Time
			Activity	978-1-61528-288-3	52	Create: Studio Time
<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>	Instruction	978-1-61528-288-3	50	Create: Studio Time
			Activity	978-1-61528-288-3	64	Create: Studio Time
			Activity	978-1-61528-288-3	66	Create: Studio Time
			Activity	978-1-61528-288-3	72	Create: Studio Time
			Activity	978-1-61528-288-3	74	Create: Studio Time
<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>	Instruction	978-1-61528-288-3	22	Create: Studio Time
			Activity	978-1-61528-288-3	24	Studio Exploration

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(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	Explore the Images
			Activity	978-1-61528-288-3	54 - 56	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	96	Create: Studio Time
			Activity	978-1-61528-288-3	98 - 100	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	4	Create: Studio Time
			Activity	978-1-61528-288-3	22	Create: Studio Time
			Activity	978-1-61528-288-3	36	Create: Studio Time
			Activity	978-1-61528-288-3	44	Create: 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	64	Create: Studio Time
			Activity	978-1-61528-288-3	68 - 70	Studio Exploration
			Instruction	978-1-61528-288-3	66	Create: Studio Time
			Activity	978-1-61528-288-3	76 - 78	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	6	Create: Studio Time
			Activity	978-1-61528-288-3	102	Create: 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	12	Create: Studio Time
			Activity	978-1-61528-288-3	16 - 18	Studio Exploration
			Activity	978-1-61528-288-3	52	Create: Studio Time
			Activity	978-1-61528-288-3	54 - 56	Studio Exploration

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(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	Introduce the Studio
			Activity	978-1-61528-288-3	24 - 26	Studio Exploration
			Activity	978-1-61528-288-3	46 - 48	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	Explore the Images
			Assessment	978-1-61528-288-3	33	Assess
			Activity	978-1-61528-288-3	46	Explore the Images
			Instruction	978-1-61528-288-3	72	Explore the Images
(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	Engage
			Activity	978-1-61528-288-3	28	Explore the Images
			Activity	978-1-61528-288-3	58	Explore the Art
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(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	Engage
			Assessment	978-1-61528-288-3	170	Assess
			Instruction	978-1-61528-288-3	172	Engage
(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	12	Engage
			Activity	978-1-61528-288-3	12	Studio Time
			Activity	978-1-61528-288-3	13	Math Connection
(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	16 - 18	Studio Exploration
			Instruction	978-1-61528-288-3	80	Explore the Images
			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

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(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of 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	Explore the Images
			Assessment	978-1-61528-288-3	33	Assess
			Instruction	978-1-61528-288-3	66	Explore the Images
			Assessment	978-1-61528-288-3	66	Assess
			Instruction	978-1-61528-288-3	80	Explore the Images
(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	11	Portfolio Tip
			Activity	978-1-61528-288-3	139	Portfolio Tip
			Activity	978-1-61528-288-3	161	Portfolio Tip
			Activity	978-1-61528-288-3	177	Portfolio Tip