

### Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher Material

<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>§117.111. Art, Grade 3, Adopted 2013.</b>
<b>Publisher</b>	<b>Davis Publications, Inc.</b>
<b>Program Title</b>	<b>Explorations in Art, 3</b>
<b>Program ISBN</b>	<b>978-1-61528-290-6</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>	

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:</p>	<p>(A) explore ideas from life experiences about self, peers, family, school, or community, and from the imagination as sources for original works of art</p>	<p>(i) explore ideas from life experiences about self, peers, family, school, or community as sources for original works of art</p>	<p><b>Instruction</b></p>	<p>978-1-61528-290-6</p>	<p>6</p>	<p>Create: Studio Time</p>
			<p><b>Activity</b></p>	<p>978-1-61528-290-6</p>	<p>8-10</p>	<p>Teach</p>
			<p><b>Instruction</b></p>	<p>978-1-61528-290-6</p>	<p>22</p>	<p>Create: Studio Time</p>
			<p><b>Activity</b></p>	<p>978-1-61528-290-6</p>	<p>24-26</p>	<p>Teach</p>
			<p><b>Instruction</b></p>	<p>978-1-61528-290-6</p>	<p>72</p>	<p>Create: Studio Time</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 artworks. The student is expected to:</p>	<p>(A) explore ideas from life experiences about self, peers, family, school, or community, and from the imagination as sources for original works of art</p>	<p>(ii) explore ideas from the imagination as sources for original works of art</p>	<p><b>Instruction</b></p>	<p>978-1-61528-290-6</p>	<p>34</p>	<p>Create: Studio Time</p>
			<p><b>Review</b></p>	<p>978-1-61528-290-6</p>	<p>38, 40</p>	<p>Studio Exploration</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 artworks. The student is expected to:</p>	<p>(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity</p>	<p>(i) use appropriate vocabulary when discussing the elements of art, including line</p>	<p><b>Instruction</b></p>	<p>978-1-61528-290-6</p>	<p>34</p>	<p>Explore the Images</p>
			<p><b>Assessment</b></p>	<p>978-1-61528-290-6</p>	<p>35</p>	<p>Assess</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:</p>	<p>(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity</p>	<p>(ii) use appropriate vocabulary when discussing the elements of art, including shape</p>	Instruction	978-1-61528-290-6	20	Explore the Images
			Review	978-1-61528-290-6	24- 26	Studio Exploration
<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 artworks. The student is expected to:</p>	<p>(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity</p>	<p>(iii) use appropriate vocabulary when discussing the elements of art, including color</p>	Instruction	978-1-61528-290-6	42	Explore the Images
			Assessment	978-1-61528-290-6	43	Assess
			Review	978-1-61528-290-6	46-48	Studio Exploration
<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 artworks. The student is expected to:</p>	<p>(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity</p>	<p>(iv) use appropriate vocabulary when discussing the elements of art, including texture</p>	Instruction	978-1-61528-290-6	126	Explore the Images
			Assessment	978-1-61528-290-6	127	Assess
			Review	978-1-61528-290-6	128	Explore the Images

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:</p>	<p>(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity</p>	<p>(v) use appropriate vocabulary when discussing the elements of art, including form</p>	<p><b>Instruction</b></p>	<p>978-1-61528-290-6</p>	<p>36</p>	<p>Explore the Images</p>
			<p><b>Activity Review</b></p>	<p>978-1-61528-290-6</p>	<p>36</p>	<p>Create: Studio Time</p>
			<p><b>Review</b></p>	<p>978-1-61528-290-6</p>	<p>38, 40</p>	<p>Studio Exploration</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 artworks. The student is expected to:</p>	<p>(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity</p>	<p>(vi) use appropriate vocabulary when discussing the elements of art, including space</p>	<p><b>Instruction</b></p>	<p>978-1-61528-290-6</p>	<p>14</p>	<p>Explore the Images</p>
			<p><b>Activity Assessment</b></p>	<p>978-1-61528-290-6</p>	<p>14</p>	<p>Create: Studio Time</p>
			<p><b>Review</b></p>	<p>978-1-61528-290-6</p>	<p>14</p>	<p>Assess</p>
			<p><b>Review</b></p>	<p>978-1-61528-290-6</p>	<p>15</p>	<p>Close</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 artworks. The student is expected to:</p>	<p>(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity</p>	<p>(vii) use appropriate vocabulary when discussing the elements of art, including value</p>	<p><b>Instruction</b></p>	<p>978-1-61528-290-6</p>	<p>126</p>	<p>Explore the Images</p>
			<p><b>Activity Review</b></p>	<p>978-1-61528-290-6</p>	<p>126</p>	<p>Create: Studio Time</p>
			<p><b>Review</b></p>	<p>978-1-61528-290-6</p>	<p>127</p>	<p>Close</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:</p>	<p>(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity</p>	<p>(viii) use appropriate vocabulary when discussing the principles of design, including emphasis</p>	<p><b>Instruction</b></p>	<p>978-1-61528-290-6</p>	<p>No Match</p>	<p>No Match</p>
			<p>(Drop-down menu)</p>	<p>978-1-61528-290-6</p>	<p>No Match</p>	<p>No Match</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 artworks. The student is expected to:</p>	<p>(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity</p>	<p>(ix) use appropriate vocabulary when discussing the principles of design, including repetition/pattern</p>	<p><b>Instruction</b></p>	<p>978-1-61528-290-6</p>	<p>54-56</p>	<p>Studio Exploration</p>
			<p><b>Review</b></p>	<p>978-1-61528-290-6</p>	<p>56</p>	<p>Close</p>
			<p><b>Instruction</b></p>	<p>978-1-61528-290-6</p>	<p>66</p>	<p>Explore the Images</p>
			<p><b>Assessment</b></p>	<p>978-1-61528-290-6</p>	<p>66</p>	<p>Assess</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 artworks. The student is expected to:</p>	<p>(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity</p>	<p>(x) use appropriate vocabulary when discussing the principles of design, including movement/rhythm</p>	<p><b>Instruction</b></p>	<p>978-1-61528-290-6</p>	<p>22</p>	<p>Explore the Images</p>
			<p><b>Activity</b></p>	<p>978-1-61528-290-6</p>	<p>22</p>	<p>Create: Studio Time</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:</p>	<p>(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity</p>	<p>(xi) use appropriate vocabulary when discussing the elements of art, including contrast/variety</p>	<p><b>Instruction</b></p>	<p>978-1-61528-290-6</p>	<p>156</p>	<p>Explore the Images</p>
			<p><b>Assessment</b></p>	<p>978-1-61528-290-6</p>	<p>156</p>	<p>Assess</p>
			<p><b>Review</b></p>	<p>978-1-61528-290-6</p>	<p>156</p>	<p>Close</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 artworks. The student is expected to:</p>	<p>(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity</p>	<p>(xii) use appropriate vocabulary when discussing the principles of design, including balance</p>	<p><b>Instruction</b></p>	<p>978-1-61528-290-6</p>	<p>96</p>	<p>Explore the Images</p>
			<p><b>Assessment</b></p>	<p>978-1-61528-290-6</p>	<p>96</p>	<p>Assess</p>
			<p><b>Review</b></p>	<p>978-1-61528-290-6</p>	<p>97</p>	<p>Close</p>
			<p><b>Review</b></p>	<p>978-1-61528-290-6</p>	<p>121</p>	<p>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 artworks. The student is expected to:</p>	<p>(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity</p>	<p>(xiii) use appropriate vocabulary when discussing the principles of design, including proportion</p>	<p><b>Instruction</b></p>	<p>978-1-61528-290-6</p>	<p>12</p>	<p>Explore the Images</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Assessment</b>	978-1-61528-290-6	12	Assess
<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 artworks. The student is expected to:</p>	<p>(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity</p>	<p>(xiv) use appropriate vocabulary when discussing the principles of design, including unity</p>	<b>Instruction</b>	978-1-61528-290-6	156	Explore the Images
			<b>Assessment</b>	978-1-61528-290-6	156	Assess
			<b>Review</b>	978-1-61528-290-6	156	Close
<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 artworks. The student is expected to:</p>	<p>(C) discuss the elements of art as building blocks and the principles of design as organizers of works of art</p>	<p>(i) discuss the elements of art as building blocks of works of art</p>	<b>Instruction</b>	978-1-61528-290-6	61D	How Artists Communicate
			<b>Activity</b>	978-1-61528-290-6	91D	How Artists Communicate
			<b>Activity</b>	978-1-61528-290-6	121D	How Artists Communicate
<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 artworks. The student is expected to:</p>	<p>(C) discuss the elements of art as building blocks and the principles of design as organizers of works of art</p>	<p>(ii) discuss the principles of design as organizers of works of art</p>	<b>Instruction</b>	978-1-61528-290-6	61D	How Artists Communicate
			<b>Activity</b>	978-1-61528-290-6	121D	How Artists Communicate

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) integrate ideas drawn from life experiences to create original works of art	(i) integrate ideas drawn from life experiences to create original works of art	Instruction	978-1-61528-290-6	72	Create: Studio Time
			Assessment	978-1-61528-290-6	72	Assess
			Review	978-1-61528-290-6	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:	(B) create compositions using the elements of art and principles of design	(i) create compositions using the elements of art	Instruction	978-1-61528-290-6	xix	Art Concepts
			Activity	978-1-61528-290-6	14	Create: Studio Time
			Review	978-1-61528-290-6	16 -18	Studio Exploration
			Instruction	978-1-61528-290-6	42	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:	(B) create compositions using the elements of art and principles of design	(ii) create compositions using the principles of design	Instruction	978-1-61528-290-6	12	Create: Studio Time
			Review	978-1-61528-290-6	16 - 18	Studio Exploration
			Instruction	978-1-61528-290-6	54	Introduce the Studio
			Instruction	978-1-61528-290-6	156	Assess
(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) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials	(i) produce drawings using a variety of materials	Instruction	978-1-61528-290-6	6	Create: Studio Time
			Review	978-1-61528-290-6	8 -10	Studio Exploration



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem solving skills. The student is expected to:</p>	<p>(C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials</p>	<p>(ii) produce paintings using a variety of materials</p>	<p><b>Instruction</b></p>	<p>978-1-61528-290-6</p>	<p>112</p>	<p>Create: Studio Time</p>
			<p><b>Review</b></p>	<p>978-1-61528-290-6</p>	<p>136 -138</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>(C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials</p>	<p>(iii) produce prints using a variety of materials</p>	<p><b>Instruction</b></p>	<p>978-1-61528-290-6</p>	<p>126</p>	<p>Create: Studio Time</p>
			<p><b>Review</b></p>	<p>978-1-61528-290-6</p>	<p>128 -130</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>(C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials</p>	<p>(iv) produce sculpture, including modeled forms, using a variety of materials</p>	<p><b>Instruction</b></p>	<p>978-1-61528-290-6</p>	<p>36</p>	<p>Create: Studio Time</p>
			<p><b>Review</b></p>	<p>978-1-61528-290-6</p>	<p>38 - 40</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:	(C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials	(v) produce other art forms using a variety of materials	Instruction	978-1-61528-290-6	154	Create: Studio Time
			Review	978-1-61528-290-6	158 - 160	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 main ideas expressed in artworks from various times and places	(i) identify simple main ideas expressed in artworks from various times	Instruction	978-1-61528-290-6	62	Explore the Images
			Assessment	978-1-61528-290-6	89	Assess
(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 main ideas expressed in artworks from various times and places	(ii) identify simple main ideas expressed in artworks from various places	Instruction	978-1-61528-290-6	28	Explore the Images
			Activity	978-1-61528-290-6	74	Explore the Images
			Instruction	978-1-61528-290-6	92	Explore the Images
			Review	978-1-61528-290-6	118	Unit 4 Connections
(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) compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures	(i) compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures	Instruction	978-1-61528-290-6	2	Compare and Contrast
			Activity	978-1-61528-290-6	32	Compare and Contrast
			Assessment	978-1-61528-290-6	33	Assess

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	978-1-61528-290-6	51	Language Arts Connection
			Activity	978-1-61528-290-6	122	Compare and Contrast
(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) connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers	(i) connect art to career opportunities	Instruction	978-1-61528-290-6	96	Engage
			Assessment	978-1-61528-290-6	97	Close
			Instruction	978-1-61528-290-6	112	Engage
			Assessment	978-1-61528-290-6	113	Assess
			Review	978-1-61528-290-6	119	Careers in 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:	(D) investigate the connections of visual art concepts to other disciplines	(i) investigate the connections of visual art concepts to other disciplines	Instruction	978-1-61528-290-6	64	Create: Studio Time
			Review	978-1-61528-290-6	68 -70	Studio Exploration
			Review	978-1-61528-290-6	69	Music Connection
			Review	978-1-61528-290-6	85	Language Arts Connection
			Instruction	978-1-61528-290-6	129	Science 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) evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists	(i) evaluate the elements of art, principles of design, or expressive qualities in artworks of self	Instruction	978-1-61528-290-6	10	Revise
			Review	978-1-61528-290-6	40	Revise
			Instruction	978-1-61528-290-6	50	Create: Studio Time
			Review	978-1-61528-290-6	56	Revise
(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) evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists	(ii) evaluate the elements of art, principles of design, or expressive qualities in artworks of peers	Instruction	978-1-61528-290-6	10	Share and Reflect
			Review	978-1-61528-290-6	11	Art Criticism
			Instruction	978-1-61528-290-6	116	Share and Reflect
			Review	978-1-61528-290-6	117	Art Criticism

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Instruction</b>	978-1-61528-290-6	130	Share and Reflect
(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) evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists	(iii) evaluate the elements of art, principles of design, or expressive qualities in artworks of historical artists	<b>Instruction</b>	978-1-61528-290-6	12	Explore the Images
			<b>Assessment</b>	978-1-61528-290-6	30	Unit Review
			<b>Instruction</b>	978-1-61528-290-6	110	Explore the Images
			<b>Instruction</b>	978-1-61528-290-6	124	Explore the Images
			<b>Activity</b>	978-1-61528-290-6	132	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:	(A) evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists	(iv) evaluate the elements of art, principles of design, or expressive qualities in artworks of contemporary artists	<b>Instruction</b>	978-1-61528-290-6	2	Explore the Images
			<b>Activity</b>	978-1-61528-290-6	14	Explore the Images
			<b>Activity</b>	978-1-61528-290-6	16	Explore the Images
			<b>Instruction</b>	978-1-61528-290-6	34	Engage
			<b>Review</b>	978-1-61528-290-6	54	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:	(B) use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums	(i) use methods to identify main ideas found in collections of artworks created by self in real or virtual portfolios, galleries, or art museums	<b>Instruction</b>	978-1-61528-290-6	26	Share and Reflect
			<b>Activity</b>	978-1-61528-290-6	40	Share and Reflect
			<b>Activity</b>	978-1-61528-290-6	49	Portfolio Tip
			<b>Activity</b>	978-1-61528-290-6	169	Portfolio Tip
(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) use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums	(ii) use methods to identify main ideas found in collections of artworks created by peers in real or virtual portfolios, galleries, or art museums	<b>Instruction</b>	978-1-61528-290-6	19	Art Criticism

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	978-1-61528-290-6	49	Art Criticism
			Activity	978-1-61528-290-6	161	Art Criticism
(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) use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums	(iii) use methods to identify main ideas found in collections of artworks created by major historical or contemporary artists in real or virtual portfolios, galleries, or art museums	Instruction	978-1-61528-290-6	30	Art Criticism
			Activity	978-1-61528-290-6	60	Art Criticism
			Activity	978-1-61528-290-6	90	Art Criticism
			Activity	978-1-61528-290-6	120	Art Criticism
			Review	978-1-61528-290-6	150	Art Criticism
(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 personal artworks such as physical artworks, electronic images, sketchbooks, or portfolios for purposes of self assessment or exhibition	(i) compile collections of personal artworks for purposes of self-assessment or exhibition	Instruction	978-1-61528-290-6	11	Portfolio Tip
			Review	978-1-61528-290-6	27	Portfolio Tip
			Review	978-1-61528-290-6	41	Portfolio Tip
			Instruction	978-1-61528-290-6	78	Share and Reflect
			Activity	978-1-61528-290-6	82	Create: Studio Time