

<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>§117.114. Art, Grade 4, Adopted 2013.</b>
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<b>Program Title</b>	<b>Explorations in Art, 4</b>
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**(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 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:	(A) explore and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art	(i) explore ideas drawn from life experiences about self, peers, family, school, or community as sources for original works of art	Instruction	978-1-61528-291-3	32	Explore the Images
			Activity	978-1-61528-291-3	34	Create: Studio Time
			Activity	978-1-61528-291-3	38-40	Studio Exploration
(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:	(A) explore and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art	(ii) explore ideas drawn from the imagination as sources for original works of art	Instruction	978-1-61528-291-3	152	Explore the Images
			Activity	978-1-61528-291-3	154	Explore the Images
			Activity	978-1-61528-291-3	154	Create: Studio Time
(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:	(A) explore and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art	(iii) communicate ideas drawn from life experiences about self, peers, family, school, or community as sources for original works of art	Instruction	978-1-61528-291-3	36	Explore the Images
			Activity	978-1-61528-291-3	36	Create: Studio Time
			Activity	978-1-61528-291-3	38-40	Studio Exploration
(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:	(A) explore and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art	(iv) communicate ideas drawn from the imagination as sources for original works of art	Instruction	978-1-61528-291-3	156	Explore the Images
			Activity	978-1-61528-291-3	156	Create: Studio Time
			Activity	978-1-61528-291-3	158-160	Studio Exploration

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>(i) use appropriate vocabulary when discussing the elements of art, including line</p>	Instruction	978-1-61528-291-3	2	Explore the Images
			Activity Review	978-1-61528-291-3 978-1-61528-291-3	4 90	Explore the Images Art Criticism
<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	978-1-61528-291-3	2	Explore the Images
			Review	978-1-61528-291-3	120	Art Criticism
<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	978-1-61528-291-3	12	Explore the Images
			Review	978-1-61528-291-3	30	Art Criticism
<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	978-1-61528-291-3	66	Explore the Images
			Review	978-1-61528-291-3	66	Quick Question Review #2
			Instruction	978-1-61528-291-3	76-79	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>(v) use appropriate vocabulary when discussing the elements of art, including form</p>	Instruction	978-1-61528-291-3	72	Explore the Images
			Review	978-1-61528-291-3	73	Quick Question Review #1
			Instruction	978-1-61528-291-3	112	Teach

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:	(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	(vi) use appropriate vocabulary when discussing the elements of art, including space	Instruction	978-1-61528-291-3	24	Teach
			Activity	978-1-61528-291-3	70	Teach
(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:	(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	(vii) use appropriate vocabulary when discussing the elements of art, including value	Instruction	978-1-61528-291-3	14	Explore the Images
			Activity	978-1-61528-291-3	16	Teach
			Activity	978-1-61528-291-3	19	Art Criticism
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:	(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	(viii) use appropriate vocabulary when discussing the principles of design, including emphasis	Instruction	978-1-61528-291-3	94	Explore the Images
			Review	978-1-61528-291-3	95	Quick Question Review #2
			Instruction	978-1-61528-291-3	98	Teach
			Instruction	978-1-61528-291-3	164	Engage
(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:	(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	(ix) use appropriate vocabulary when discussing the principles of design, including repetition/pattern	Instruction	978-1-61528-291-3	74	Explore the Images
			Activity	978-1-61528-291-3	124	Engage
			Review	978-1-61528-291-3	151	Art Criticism Answers
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:	(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	(x) use appropriate vocabulary when discussing the principles of design, including movement/rhythm	Instruction	978-1-61528-291-3	52	Teach
			Assessment	978-1-61528-291-3	56	Share and Reflect

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:	(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	(xi) use appropriate vocabulary when discussing the principles of design, including contrast/variety	Instruction	978-1-61528-291-3	106	Teach
			Assessment	978-1-61528-291-3	108	Assess
			Instruction	978-1-61528-291-3	158-160	Teach
(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:	(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	(xii) use appropriate vocabulary when discussing the principles of design, including balance	Instruction	978-1-61528-291-3	80	Explore the Images
			Activity	978-1-61528-291-3	126	Explore the Images
			Review	978-1-61528-291-3	150	Art Criticism
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:	(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	(xiii) use appropriate vocabulary when discussing the principles of design, including proportion	Instruction	978-1-61528-291-3	66	Explore the Images
			Review	978-1-61528-291-3	7	Quick Question Review #1
(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:	(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	(xiv) use appropriate vocabulary when discussing the principles of design, including unity	Instruction	978-1-61528-291-3	64	Explore the Images
			Review	978-1-61528-291-3	65	Quick Question Review #2
			Instruction	978-1-61528-291-3	158	Studio Exploration - Step 1
			Assessment	978-1-61528-291-3	158	Studio Evaluation
(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:	(C) discuss the elements of art as building blocks and the principles of design as organizers of works of art	(i) discuss the elements of art as building blocks of works of art	Instruction	978-1-61528-291-3	No Match	No Match
			(Drop-down menu)	978-1-61528-291-3	No Match	No Match

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:	(C) discuss the elements of art as building blocks and the principles of design as organizers of works of art	(ii) discuss the principles of design as organizers of works of art	Instruction	978-1-61528-291-3	No Match	No Match
			(Drop-down menu)	978-1-61528-291-3	No Match	No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(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	978-1-61528-291-3	36	Create: Studio Time
			Activity	978-1-61528-291-3	38-40	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	978-1-61528-291-3	4	Create: Studio Time
			Activity	978-1-61528-291-3	12	Create: Studio Time
			Activity	978-1-61528-291-3	24-26	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	(ii) create compositions using the principles of design	Instruction	978-1-61528-291-3	6	Create: Studio Time
			Activity	978-1-61528-291-3	8-10	Studio Exploration
			Instruction	978-1-61528-291-3	34	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) 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 art media and materials	(i) produce drawings using a variety of art media	Instruction	978-1-61528-291-3	67	Create: Studio Time
			Activity	978-1-61528-291-3	38-40	Studio Exploration
			Activity	978-1-61528-291-3	6	Create: Studio Time
			Activity	978-1-61528-291-3	20	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) 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 art media and materials	(ii) produce paintings using a variety of art media	Instruction	978-1-61528-291-3	64	Create: Studio Time
			Activity	978-1-61528-291-3	36	Create: Studio Time
			Activity	978-1-61528-291-3	14	Create: Studio Time
			Activity	978-1-61528-291-3	24-26	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) 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 art media and materials	(iii) produce prints using a variety of art media and materials	Instruction	978-1-61528-291-3	166-168	Create: Studio Time
			Activity	978-1-61528-291-3	22	Create: Studio Time
			Activity	978-1-61528-291-3	96	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) 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 art media and materials	(iii) produce prints using a variety of art media and materials	Instruction	978-1-61528-291-3	98-100	Studio Exploration
			Activity	978-1-61528-291-3	96	Create: Studio Time

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 art media and materials	(iv) produce sculpture, including modeled forms, using a variety of art media	Instruction	978-1-61528-291-3	8	Introduce the Studio
			Activity	978-1-61528-291-3	8-10	Studio Exploration
			Activity	978-1-61528-291-3	38-40	Studio Exploration
			Activity	978-1-61528-291-3	74	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) 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 art media and materials	(v) produce other art forms using a variety of art media	Instruction	978-1-61528-291-3	16	Introduce the Studio
			Activity	978-1-61528-291-3	16-18	Studio Exploration
			Activity	978-1-61528-291-3	46-48	Studio Exploration
			Activity	978-1-61528-291-3	52	Create: Studio Time
			Activity	978-1-61528-291-3	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:	(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 art media and materials	(vi) produce drawings using a variety of materials	Instruction	978-1-61528-291-3	82	Create: Studio Time
			Activity	978-1-61528-291-3	110	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) 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 art media and materials	(vii) produce paintings using a variety of materials	Instruction	978-1-61528-291-3	66	Create: Studio Time
			Activity	978-1-61528-291-3	67	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) 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 art media and materials	(viii) produce prints using a variety of materials	Instruction	978-1-61528-291-3	66	Create: Studio Time
			Activity	978-1-61528-291-3	67	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) 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 art media and materials	(ix) produce sculpture, including modeled forms, using a variety of materials	Instruction	978-1-61528-291-3	114	Studio Exploration, Step 1
			Activity	978-1-61528-291-3	114-116	Studio Exploration, Steps 2-5

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 art media and materials	(x) produce other art forms using a variety of materials	Instruction	978-1-61528-291-3	72	Create: Studio Time
			Activity	978-1-61528-291-3	76-78	Studio Exploration
			Activity	978-1-61528-291-3	124	Create: Studio Time
			Activity	978-1-61528-291-3	136-138	Studio Exploration
			Activity	978-1-61528-291-3	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) compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions	(i) compare content in artworks for various purposes	Instruction	978-1-61528-291-3	32	Compare and Contrast
			Assessment	978-1-61528-291-3	32	Assess
			Instruction	978-1-61528-291-3	62	Compare and Contrast
			Assessment	978-1-61528-291-3	62	Assess
			Activity	978-1-61528-291-3	88	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:	(B) compare purpose and content in artworks created by historical and contemporary men and women, making connections to various cultures	(i) compare purpose in artworks created by historical and contemporary men and women, making connections to various cultures	Instruction	978-1-61528-291-3	2	Compare and Contrast
			Assessment	978-1-61528-291-3	2	Assess
			Review	978-1-61528-291-3	28	Compare and Contrast
			Assessment	978-1-61528-291-3	29	Assess
			Assessment	978-1-61528-291-3	29	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:	(B) compare purpose and content in artworks created by historical and contemporary men and women, making connections to various cultures	(ii) compare content in artworks created by historical and contemporary men and women, making connections to various cultures	Instruction	978-1-61528-291-3	62	Compare and Contrast
			Assessment	978-1-61528-291-3	62	Assess
			Review	978-1-61528-291-3	88	Compare and Contrast
			Assessment	978-1-61528-291-3	88	Assess
			Instruction	978-1-61528-291-3	118	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:	(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 for positions	Instruction	978-1-61528-291-3	122	Compare and Contrast
			Assessment	978-1-61528-291-3	123	Assess
			Review	978-1-61528-291-3	148	Compare and Contrast
			Assessment	978-1-61528-291-3	148	Assess
			Assessment	978-1-61528-291-3	148	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:	(D) investigate connections of visual art concepts to other disciplines	(i) investigate connections of visual art concepts to other disciplines	Instruction	978-1-61528-291-3	20	Explore the Images
			Activity	978-1-61528-291-3	20	Create: Studio Time
			Instruction	978-1-61528-291-3	22	Explore the Images
			Activity	978-1-61528-291-3	22	Create: Studio Time
			Activity	978-1-61528-291-3	30	Write About Art
(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, intent, or expressive qualities in artworks of self, peers, and historical and contemporary artists	(i) evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of self	Instruction	978-1-61528-291-3	10	Step 5: Share and Reflect
			Activity	978-1-61528-291-3	56	Step 5: Share and Reflect
			Activity	978-1-61528-291-3	70	Step 5: Share and Reflect
			Activity	978-1-61528-291-3	86	Step 5: Share and Reflect
			Activity	978-1-61528-291-3	108	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:	(A) evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of self, peers, and historical and contemporary artists	(ii) evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of peers	Instruction	978-1-61528-291-3	10	Step 5: Share and Reflect
			Activity	978-1-61528-291-3	26	Step 5: Share and Reflect
			Activity	978-1-61528-291-3	40	Step 5: Share and Reflect
			Activity	978-1-61528-291-3	56	Step 5: Share and Reflect
			Activity	978-1-61528-291-3	108	Step 5: 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, intent, or expressive qualities in artworks of self, peers, and historical and contemporary artists	(iii) evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of historical artists	Instruction	978-1-61528-291-3	6	Explore the Images
			Review	978-1-61528-291-3	30	Art Criticism
			Instruction	978-1-61528-291-3	36	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, intent, or expressive qualities in artworks of self, peers, and historical and contemporary artists	(iv) evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of contemporary artists	Instruction	978-1-61528-291-3	2	Explore the Images
			Review	978-1-61528-291-3	60	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 written or oral response or artist statements to identify emotions 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 emotions found in collections of artworks created by self in real or virtual portfolios, galleries, or art museums	Instruction	978-1-61528-291-3	70	Step 5: Share and Reflect
			Activity	978-1-61528-291-3	116	Step 5: Share and Reflect
			Review	978-1-61528-291-3	146	Step 5: Share and Reflect
			Activity	978-1-61528-291-3	177	Step 5: 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:	(B) use methods such as written or oral response or artist statements to identify emotions 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 emotions found in collections of artworks created by peers in real or virtual portfolios, galleries, or art museums	Instruction	978-1-61528-291-3	10	Step 5: Share and Reflect
			Activity	978-1-61528-291-3	26	Step 5: Share and Reflect
			Activity	978-1-61528-291-3	108	Step 5: Share and Reflect
			Activity	978-1-61528-291-3	108	Step 5: 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:	(B) use methods such as written or oral response or artist statements to identify emotions 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 emotions found in collections of artworks created by major historical or contemporary artists in real or virtual portfolios, galleries, or art museums	Instruction	978-1-61528-291-3	24	Explore the Images
			Review	978-1-61528-291-3	60	Art Criticism
			Review	978-1-61528-291-3	90	Art Criticism
			Review	978-1-61528-291-3	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 for purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios	(i) compile collections of personal artworks for purposes of self-assessment or exhibition	Instruction	978-1-61528-291-3	27	Portfolio Tip
			Activity	978-1-61528-291-3	41	Portfolio Tip
			Activity	978-1-61528-291-3	55	Portfolio Tip
			Activity	978-1-61528-291-3	61	Portfolio Tip
			Activity	978-1-61528-291-3	91	Portfolio Tip