

<b>Correlations to the Texas Essential Knowledge and Skills (TEKS): Student Material</b>						
<b>Subject</b>	<b>Chapter 117. Texas Essential Knowledge and Skills for Fine Arts</b>					
<b>Subchapter</b>	<b>Subchapter D. Elementary, Adopted 2013</b>					
<b>Course</b>	<b>§117.117. Art, Grade 5, Adopted 2013.</b>					
<b>Publisher</b>	<b>Davis Publications, Inc.</b>					
<b>Program Title</b>	<b>Explorations in Art, 5</b>					
<b>Program ISBN</b>	<b>978-1-61528-292-0</b>					
<b>(a) Introduction.</b>						
<p>(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.</p>						
<p>(2) Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.</p>						
<p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>						
<b>(b) Knowledge and skills.</b>						
<b>Knowledge and Skills Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Citation Type</b>	<b>Component ISBN</b>	<b>Page (s)</b>	<b>Specific Location</b>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning 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) develop 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</p>	<p>(i) develop ideas drawn from life experiences about self, peers, family, school, or community as sources for original works of art</p>	<b>Instruction</b>	978-1-61528-292-0	22-23	Genre Painting
			<b>Activity</b>	978-1-61528-292-0	23	Studio Time

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<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:</p>	<p>(A) develop 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</p>	<p>(ii) develop ideas from the imagination as sources for original works of art</p>	<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>152-153</p>	<p>A World of Wonder: Art and Imagination</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>155</p>	<p>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) develop 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</p>	<p>(iii) communicate ideas drawn from life experiences about self, peers, family, school, or community as sources for original works of art</p>	<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>21</p>	<p>Studio Time</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>24-27</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>(A) develop 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</p>	<p>(iv) communicate ideas from the imagination as sources for original works of art</p>	<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>155</p>	<p>Studio Time</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>158-161</p>	<p>Studio Exploration</p>

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<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating 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>978-1-61528-292-0</p>	<p>pp. 6-7</p>	<p>Our Faces in Light</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>72-73</p>	<p>Puzzling Lines</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>(ii) use appropriate vocabulary when discussing the elements of art, including shape</p>	<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>31</p>	<p>Art Criticism</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>49</p>	<p>Art Criticism</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>57</p>	<p>Art Criticism</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>79</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>(iii) use appropriate vocabulary when discussing the use of the elements of art, including color</p>	<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>20-21</p>	<p>Paintings About People</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>22-23</p>	<p>Genre Painting</p>
			<p><b>Review</b></p>	<p>978-1-61528-292-0</p>	<p>91</p>	<p>Art Criticism</p>

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<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating 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>	<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>106</p>	<p>Read, Look, and Learn</p>	
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>108</p>	<p>Step 5: Share and Reflect</p>	
			<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>82-83</p>	<p>Surprising Structures</p>	
<p><b>Review</b></p>	<p>978-1-61528-292-0</p>	<p>87</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>(vi) use appropriate vocabulary when discussing the elements of art, including space</p>					<p><b>Instruction</b></p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>134-135</p>	<p>Everyday Stories</p>	
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>135</p>	<p>Studio Time</p>	
			<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>156</p>	<p>Spatial Illusions</p>	

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<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating 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>978-1-61528-292-0</p>	<p>pp. 6-7</p>	<p>Our Faces in Light</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>34-35</p>	<p>A Tradition of Still Life</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>(viii) use appropriate vocabulary when discussing the principles of design, including emphasis</p>	<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>24</p>	<p>Studio Exploration</p>
			<p><b>Assessment</b></p>	<p>978-1-61528-292-0</p>	<p>26</p>	<p>Share and Reflect</p>
			<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>65</p>	<p>Studio Time</p>
			<p><b>Review</b></p>	<p>978-1-61528-292-0</p>	<p>181</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>(ix) use appropriate vocabulary when discussing the principles of design, including repetition/pattern</p>	<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>39</p>	<p>Inspiration from Art</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>49</p>	<p>Art Criticism</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>76-79</p>	<p>Studio Exploration</p>
			<p><b>Assessment</b></p>	<p>978-1-61528-292-0</p>	<p>78</p>	<p>Share and Reflect</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>79</p>	<p>Art Criticism</p>

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			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>162-163</p>	<p>Creating Excitement</p>	
			<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>42-43</p>	<p>Create a Class Quilt</p>	
<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>43</p>					<p>Studio Time</p>
<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>102-103</p>					<p>Observing Creatures</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>978-1-61528-292-0</p>	<p>24</p>	<p>Read, Look, and Learn</p>	
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>27</p>	<p>Art Criticism</p>	
			<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>124-125</p>	<p>Letters and Symbols</p>	

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			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>9</p>	<p>Inspiration from Art</p>
			<p><b>Review</b></p>	<p>978-1-61528-292-0</p>	<p>11</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>(xiv) use appropriate vocabulary when discussing the principles of design, including unity</p>	<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>43</p>	<p>Studio Time</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>54-56</p>	<p>Studio Exploration</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>76-79</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>(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>	<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>No Match</p>	<p>No Match</p>
			<p><b>(Drop-down menu)</b></p>	<p>978-1-61528-292-0</p>	<p>No Match</p>	<p>No Match</p>

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			<p><b>(Drop-down menu)</b></p>	<p>978-1-61528-292-0</p>	<p>No Match</p>	<p>No Match</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(A) integrate ideas drawn from life experiences to create original works of art</p>	<p>(i) integrate ideas drawn from life experiences to create original works of art</p>	<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>23</p>	<p>Studio Time</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>24-27</p>	<p>Studio Exploration</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>135</p>	<p>Studio Time</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(B) create compositions using the elements of art and principles of design</p>	<p>(i) create compositions using the elements of art</p>	<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>7</p>	<p>Studio Time</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>pp. 8-11</p>	<p>Studio Exploration</p>
			<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>23</p>	<p>Studio Time</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>35</p>	<p>Studio Time</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(B) create compositions using the elements of art and principles of design</p>	<p>(ii) create compositions using the principles of design</p>	<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>5</p>	<p>Studio Time</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>15</p>	<p>Studio Time</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>24-27</p>	<p>Studio Exploration</p>



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Instruction</b>	978-1-61528-292-0	75	Studio Time
			<b>Activity</b>	978-1-61528-292-0	76-79	Studio Exploration
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials	(i) produce drawings using a variety of materials	<b>Instruction</b>	978-1-61528-292-0	5	Studio Time
			<b>Activity</b>	978-1-61528-292-0	13	Studio Time
			<b>Activity</b>	978-1-61528-292-0	37	Studio Time
			<b>Activity</b>	978-1-61528-292-0	38-41	Studio Exploration
			<b>Instruction</b>	978-1-61528-292-0	95	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, digital art and media, and photographic imagery using a variety of materials	(ii) produce paintings using a variety of materials	<b>Instruction</b>	978-1-61528-292-0	21	Studio Time
			<b>Activity</b>	978-1-61528-292-0	23	Studio Time
			<b>Activity</b>	978-1-61528-292-0	24-27	Studio Exploration
			<b>Instruction</b>	978-1-61528-292-0	97	Studio Time
			<b>Activity</b>	978-1-61528-292-0	98	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, digital art and media, and photographic imagery using a variety of materials	(iii) produce prints using a variety of materials	<b>Instruction</b>	978-1-61528-292-0	105	Studio Time
			<b>Activity</b>	978-1-61528-292-0	111	Studio Time

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, 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>	Instruction	978-1-61528-292-0	8	Read, Look, and Learn
			Activity	978-1-61528-292-0	pp. 8-11	Studio Exploration
			Instruction	978-1-61528-292-0	83	Studio Time
			Activity	978-1-61528-292-0	84-87	Studio Exploration
			Activity	978-1-61528-292-0	106-109	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>(C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials</p>	<p>(v) produce other art forms using a variety of materials</p>	Instruction	978-1-61528-292-0	45	Studio Time
			Activity	978-1-61528-292-0	46-49	Studio Exploration
			Instruction	978-1-61528-292-0	65	Studio Time
			Activity	978-1-61528-292-0	68-71	Studio Exploration
			Activity	978-1-61528-292-0	76-79	Studio Exploration
<p>(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:</p>	<p>(A) compare the purpose and effectiveness of artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols</p>	<p>(i) compare the purpose of artworks from various times, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols</p>	Instruction	978-1-61528-292-0	16	Sculptures of People
			Activity	978-1-61528-292-0	24	Art as a Record of History
			Instruction	978-1-61528-292-0	50	Styles of Architecture
			Instruction	978-1-61528-292-0	52	Built to Last
			Activity	978-1-61528-292-0	53	Studio Time
<p>(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:</p>	<p>(A) compare the purpose and effectiveness of artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols</p>	<p>(ii) compare the purpose of artworks from various places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols</p>	Instruction	978-1-61528-292-0	28-29	More Than a Face in the Crowd
			Activity	978-1-61528-292-0	52	Built to Last

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Activity</b>	978-1-61528-292-0	61	Art Criticism
			<b>Instruction</b>	978-1-61528-292-0	118	Animals 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:	(A) compare the purpose and effectiveness of artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols	(iii) compare the effectiveness of artworks from various times, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols	<b>Instruction</b>	978-1-61528-292-0	28-29	More Than a Face in the Crowd
			<b>Activity</b>	978-1-61528-292-0	61	Art Criticism
			<b>Instruction</b>	978-1-61528-292-0	74	Positively Puzzling
(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 the purpose and effectiveness of artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols	(iv) compare the effectiveness of artworks from various places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols	<b>Instruction</b>	978-1-61528-292-0	28	More Than a Face in the Crowd
			<b>Activity</b>	978-1-61528-292-0	61	Art Criticism
			<b>Instruction</b>	978-1-61528-292-0	148	Communication
(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 the purpose and effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures	(i) compare the purpose of artworks created by historic and contemporary men and women, making connections to various cultures	<b>Instruction</b>	978-1-61528-292-0	58-59	Similarities and Differences
			<b>Activity</b>	978-1-61528-292-0	61	Art Criticism
			<b>Instruction</b>	978-1-61528-292-0	88	Suprising Patterns
(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 the purpose and effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures	(ii) compare the effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures	<b>Instruction</b>	978-1-61528-292-0	28-29	More Than a Face in the Crowd
			<b>Activity</b>	978-1-61528-292-0	61	Art Criticism
			<b>Instruction</b>	978-1-61528-292-0	75	Positively Puzzling

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(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:</p>	<p>(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</p>	<p>(i) connect art to career opportunities for positions</p>	<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>50-51</p>	<p>Styles of Architecture</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>51</p>	<p>Studio Time</p>
			<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>52-53</p>	<p>Built to Last</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>53</p>	<p>Studio Time</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>54-57</p>	<p>Studio Exploration</p>
<p>(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:</p>	<p>(D) investigate connections of visual art concepts to other disciplines</p>	<p>(i) investigate connections of visual art concepts to other disciplines</p>	<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>8</p>	<p>Science Connection</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>24</p>	<p>Social Studies Connection</p>
			<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>54</p>	<p>Math Connection</p>
			<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>72-73</p>	<p>Puzzling Lines</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>73</p>	<p>Studio Time</p>
<p>(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:</p>	<p>(A) evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists</p>	<p>(i) evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists</p>	<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>9</p>	<p>Inspiration from Art</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>11</p>	<p>Art Criticism</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>27</p>	<p>Art Criticism</p>
			<p><b>Review</b></p>	<p>978-1-61528-292-0</p>	<p>31</p>	<p>Art Criticism</p>
			<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>35</p>	<p>A Tradition of Still Life</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(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:</p>	<p>(B) use methods such as written or oral response or artist statements to identify themes found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums</p>	<p>(i) use methods to identify themes found in collections of artworks created by self in real or virtual portfolios, galleries, or art museums</p>	<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>65</p>	<p>Studio Time</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>84</p>	<p>Computer Connection</p>
<p>(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:</p>	<p>(B) use methods such as written or oral response or artist statements to identify themes found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums</p>	<p>(ii) use methods to identify themes found in collections of artworks created by peers in real or virtual portfolios, galleries, or art museums</p>	<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>49</p>	<p>Art Criticism</p>
			<p><b>Assessment</b></p>	<p>978-1-61528-292-0</p>	<p>130</p>	<p>Share and Reflect</p>
			<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>134-135</p>	<p>Everyday Stories</p>
<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>147</p>	<p>Art Criticism</p>			
<p>(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:</p>	<p>(B) use methods such as written or oral response or artist statements to identify themes found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums</p>	<p>(iii) use methods to identify themes found in collections of artworks created by major historical or contemporary artists in real or virtual portfolios, galleries, or art museums</p>	<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>128</p>	<p>Studio Exploration</p>
			<p><b>Activity</b></p>	<p>978-1-61528-292-0</p>	<p>84</p>	<p>Computer Connection</p>
			<p><b>Review</b></p>	<p>978-1-61528-292-0</p>	<p>120</p>	<p>Art History and Culture</p>
<p>(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:</p>	<p>(C) compile collections of personal artworks for purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios</p>	<p>(i) compile collections of personal artworks for purposes of self-assessment or exhibition</p>	<p><b>Instruction</b></p>	<p>978-1-61528-292-0</p>	<p>10</p>	<p>Portfolio Tip</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	978-1-61528-292-0	18	Sketchbook Connection
			Activity	978-1-61528-292-0	26	Sketchbook Connection
			Activity	978-1-61528-292-0	40	Portfolio Tip
			Activity	978-1-61528-292-0	48	Sketchbook Connection