

Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher Material						
Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts					
Subchapter	Subchapter D. Elementary, Adopted 2013					
Course	§117.117. Art, Grade 5, Adopted 2013.					
Publisher	Davis Publications, Inc.					
Program Title	Explorations in Art, 5					
Program ISBN	978-1-61528-292-0					
(a) Introduction.						
<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) Knowledge and skills.						
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) 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>	Instruction	978-1-61528-292-0	22	Explore the Images
			Activity	978-1-61528-292-0	22	Create: Studio Time
<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>	Instruction	978-1-61528-292-0	152	Explore the Images
			Activity	978-1-61528-292-0	154	Create: Studio Time
<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>	Instruction	978-1-61528-292-0	20	Create: Studio Time
			Activity	978-1-61528-292-0	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>(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>	Instruction	978-1-61528-292-0	154	Create: Studio Time
			Activity	978-1-61528-292-0	158-160	Studio Exploration

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	(i) use appropriate vocabulary when discussing the elements of art, including line	Instruction	978-1-61528-292-0	6	Explores the Images
			Assessment	978-1-61528-292-0	7	Assess
			Activity	978-1-61528-292-0	12	Explore the Images
			Activity	978-1-61528-292-0	72	Explore the Images
(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	(ii) use appropriate vocabulary when discussing the elements of art, including shape	Instruction	978-1-61528-292-0	26	Assess
			Review	978-1-61528-292-0	28	Compare and Contrast
			Activity	978-1-61528-292-0	49	Art Criticism
			Activity	978-1-61528-292-0	57	Art Criticism
			Activity	978-1-61528-292-0	79	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	(iii) use appropriate vocabulary when discussing the use of the elements of art, including color	Instruction	978-1-61528-292-0	20	Engage
			Activity	978-1-61528-292-0	20	Explore the Images
			Assessment	978-1-61528-292-0	21	Assess
			Activity	978-1-61528-292-0	22	Explore the Images
			Review	978-1-61528-292-0	90	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	(iv) use appropriate vocabulary when discussing the elements of art, including texture	Instruction	978-1-61528-292-0	106	Introduce the Studio
			Assessment	978-1-61528-292-0	108	Assess
(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	(v) use appropriate vocabulary when discussing the elements of art, including form	Instruction	978-1-61528-292-0	82	Engage
			Activity	978-1-61528-292-0	82	Explore the Images
			Review	978-1-61528-292-0	83	Close
(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	978-1-61528-292-0	74	Explore the Images
			Assessment	978-1-61528-292-0	75	Assess
			Review	978-1-61528-292-0	88	Compare and Contrast
			Assessment	978-1-61528-292-0	89	Assess

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	(vii) use appropriate vocabulary when discussing the elements of art, including value	Instruction	978-1-61528-292-0	2	Compare and Contrast
			Activity	978-1-61528-292-0	6	Explore the Images
			Instruction	978-1-61528-292-0	6	Engage
			Assessment	978-1-61528-292-0	7	Assess
			Activity	978-1-61528-292-0	34	Explore the Images
(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	978-1-61528-292-0	24	Studio Exploration
			Assessment	978-1-61528-292-0	26	Share and Reflect
			Instruction	978-1-61528-292-0	64	Create: Studio Time
			Review	978-1-61528-292-0	180	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	(ix) use appropriate vocabulary when discussing the principles of design, including repetition/pattern	Instruction	978-1-61528-292-0	38	Explore the Images
			Activity	978-1-61528-292-0	47	Reading Comprehension
			Activity	978-1-61528-292-0	79	Art Criticism
			Review	978-1-61528-292-0	88	Compare and Contrast
(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	978-1-61528-292-0	14	Explore the Images
			Activity	978-1-61528-292-0	106	Explore the Images
			Assessment	978-1-61528-292-0	108	Assess
			Instruction	978-1-61528-292-0	162	Engage
			Assessment	978-1-61528-292-0	162	Assess
(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	978-1-61528-292-0	35	Assess
			Activity	978-1-61528-292-0	42	Teach
			Assessment	978-1-61528-292-0	43	Assess
			Instruction	978-1-61528-292-0	102	Explore the Images
			Activity	978-1-61528-292-0	154	Explore the Images
(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	978-1-61528-292-0	24	Explore the Images
			Activity	978-1-61528-292-0	27	Art Criticism
			Instruction	978-1-61528-292-0	124	Explore the Images

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	978-1-61528-292-0	125	Assess
(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	978-1-61528-292-0	4	Expressive Faces
			Activity	978-1-61528-292-0	8	Inspiration from Art
			Review	978-1-61528-292-0	11	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	(xiv) use appropriate vocabulary when discussing the principles of design, including unity	Instruction	978-1-61528-292-0	43	Assess
			Activity	978-1-61528-292-0	46	Explore the Images #3
			Activity	978-1-61528-292-0	66	Explore the Images
			Activity	978-1-61528-292-0	76	Explore the Images
(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	978-1-61528-292-0	No Match	No Match
			(Drop-down menu)	978-1-61528-292-0	No Match	No Match
(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	978-1-61528-292-0	162	Engage
			Review	978-1-61528-292-0	171	Aesthetic Awareness
(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	978-1-61528-292-0	22	Create: Studio Time
			Activity	978-1-61528-292-0	24-26	Studio Exploration
			Activity	978-1-61528-292-0	134	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	(i) create compositions using the elements of art	Instruction	978-1-61528-292-0	6	Create: Studio Time
			Activity	978-1-61528-292-0	8-11	Studio Exploration
			Instruction	978-1-61528-292-0	22	Create: Studio Time
			Instruction	978-1-61528-292-0	34	Create: Studio Time
			Activity	978-1-61528-292-0	38-40	Studio Exploration

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(B) create compositions using the elements of art and principles of design	(ii) create compositions using the principles of design	Instruction	978-1-61528-292-0	4	Create: Studio Time
			Activity	978-1-61528-292-0	14	Create: Studio Time
			Activity	978-1-61528-292-0	24-26	Studio Exploration
			Activity	978-1-61528-292-0	74	Create: Studio Time
			Activity	978-1-61528-292-0	76-78	Studio Exploration
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) 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	Instruction	978-1-61528-292-0	4	Create: Studio Time
			Activity	978-1-61528-292-0	12	Create: Studio Time
			Activity	978-1-61528-292-0	36	Create: Studio Time
			Activity	978-1-61528-292-0	38-40	Studio Exploration
			Instruction	978-1-61528-292-0	94	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, digital art and media, and photographic imagery using a variety of materials	(ii) produce paintings using a variety of materials	Instruction	978-1-61528-292-0	20	Create: Studio Time
			Activity	978-1-61528-292-0	22	Create: Studio Time
			Activity	978-1-61528-292-0	24-26	Studio Exploration
			Activity	978-1-61528-292-0	96	Create: Studio Time
			Activity	978-1-61528-292-0	98-100	Studio Exploration
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) 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	Instruction	978-1-61528-292-0	104	Create: Studio Time
			Activity	978-1-61528-292-0	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, digital art and media, and photographic imagery using a variety of materials	(iv) produce sculpture, including modeled forms, using a variety of materials	Instruction	978-1-61528-292-0	8	Introduce the Studio
			Activity	978-1-61528-292-0	8-10	Studio Exploration
			Instruction	978-1-61528-292-0	82	Create: Studio Time
			Activity	978-1-61528-292-0	84-86	Studio Exploration
			Assessment	978-1-61528-292-0	106-108	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	(v) produce other art forms using a variety of materials	Instruction	978-1-61528-292-0	44	Create: Studio Time
			Activity	978-1-61528-292-0	46-48	Studio Exploration
			Instruction	978-1-61528-292-0	64	Create: Studio Time
			Activity	978-1-61528-292-0	66, 70	Studio Exploration
			Activity	978-1-61528-292-0	76-78	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 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	(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	Instruction	978-1-61528-292-0	16	Explore the Images
			Activity	978-1-61528-292-0	24	Explore the Images
			Instruction	978-1-61528-292-0	52	Teach
			Assessment	978-1-61528-292-0	53	Assess
			Instruction	978-1-61528-292-0	142	Teach

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(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	(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	Instruction	978-1-61528-292-0	52	Teach
			Activity	978-1-61528-292-0	92	Compare and Contrast
			Instruction	978-1-61528-292-0	118	Teach
			Activity	978-1-61528-292-0	136	Explore the Images # 3
(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	Instruction	978-1-61528-292-0	4-5	Explore the Images
			Activity	978-1-61528-292-0	118	Compare and Contrast
			Activity	978-1-61528-292-0	162	Explore the Images # 2
			Activity	978-1-61528-292-0	178	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:	(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	Instruction	978-1-61528-292-0	88	Compare and Contrast
			Activity	978-1-61528-292-0	118	Compare and Contrast
			Instruction	978-1-61528-292-0	148	Teach
(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	Instruction	978-1-61528-292-0	118	Compare and Contrast
			Activity	978-1-61528-292-0	148	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 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	Instruction	978-1-61528-292-0	118	Compare and Contrast
			Activity	978-1-61528-292-0	148	Compare and Contrast
			Activity	978-1-61528-292-0	178-179	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 for positions	Instruction	978-1-61528-292-0	29	Careers in Art
			Activity	978-1-61528-292-0	50	Create: Studio Time
			Instruction	978-1-61528-292-0	50	Engage
			Instruction	978-1-61528-292-0	52	Engage
			Activity	978-1-61528-292-0	52	Create: Studio Time
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) investigate connections of visual art concepts to other disciplines	(i) investigate connections of visual art concepts to other disciplines	Instruction	978-1-61528-292-0	9	Science Connection
			Activity	978-1-61528-292-0	25	History Connection
			Instruction	978-1-61528-292-0	55	Math Connection
			Instruction	978-1-61528-292-0	72	Engage
			Activity	978-1-61528-292-0	74	Create: Studio Time

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, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists	(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	Instruction	978-1-61528-292-0	11	Art Criticism
			Activity	978-1-61528-292-0	27	Art Criticism
			Review	978-1-61528-292-0	30	Art Criticism
			Activity	978-1-61528-292-0	40	Step 5: Share and Reflect
			Activity	978-1-61528-292-0	41	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 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	(i) use methods to identify themes found in collections of artworks created by self in real or virtual portfolios, galleries, or art museums	Instruction	978-1-61528-292-0	65	History Connection
			Activity	978-1-61528-292-0	25	Studio Time
			Assessment	978-1-61528-292-0	65	Assess
			Activity	978-1-61528-292-0	147	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 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	(ii) use methods to identify themes found in collections of artworks created by peers in real or virtual portfolios, galleries, or art museums	Instruction	978-1-61528-292-0	49	Art Criticism
			Activity	978-1-61528-292-0	130	Share and Reflect
			Instruction	978-1-61528-292-0	134-135	Teach
			Activity	978-1-61528-292-0	147	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 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	(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	Instruction	978-1-61528-292-0	28	Engage
			Activity	978-1-61528-292-0	43	Social Studies Connection
			Instruction	978-1-61528-292-0	128	Teach
			Activity	978-1-61528-292-0	129	History 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:	(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	978-1-61528-292-0	11	Portfolio Tip
			Assessment	978-1-61528-292-0	19	Sketchbook Connection
			Activity	978-1-61528-292-0	27	Sketchbook Connection
			Activity	978-1-61528-292-0	41	Sketchbook Connection
			Activity	978-1-61528-292-0	41	Portfolio Tip