

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

Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts
Subchapter	Subchapter F. High School, Adopted 2013
Course	§117.302. Art, Level I (One Credit), Adopted 2013.
Publisher	Davis Publications, Inc.
Program Title	Communicating Through Graphic Design
Program ISBN	978-1-61528-296-8

(a) **General requirements.** Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art I, Art Appreciation, and Art and Media Communications I (one credit per course).

(b) 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—observation and perception; creative expression; historical and cultural heritage; 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.

(c) 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 original artwork. The student is expected to:	(A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork	(i) consider concepts from direct observation for original artworks	Instruction	978-1-61528-296-8	16	Try It
			Activity	978-1-61528-296-8	46	Try It

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 original artwork. The student is expected to:</p>	<p>(A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork</p>	<p>(ii) consider concepts from original sources for original artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>38</p>	<p>Try It</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>43</p>	<p>Try It</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 original artwork. The student is expected to:</p>	<p>(A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork</p>	<p>(iii) consider concepts from experiences for original artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>16</p>	<p>Design Extension</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>20-21</p>	<p>Studio Experience</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 original artwork. The student is expected to:</p>	<p>(A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork</p>	<p>(iv) consider concepts from imagination for original artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>91</p>	<p>Try It</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>97</p>	<p>Try It</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork</p>	<p>(v) consider ideas from direct observation for original artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>16</p>	<p>Design Extension</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>56</p>	<p>Design Extension</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 original artwork. The student is expected to:</p>	<p>(A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork</p>	<p>(vi) consider ideas from original sources for original artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>62</p>	<p>Try It</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>73</p>	<p>Try It</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 original artwork. The student is expected to:</p>	<p>(A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork</p>	<p>(vii) consider ideas from experiences for original artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>16</p>	<p>Try It</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>20-21</p>	<p>Studio Experience</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>150</p>	<p>Teaching Tip</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork</p>	<p>(viii) consider ideas from imagination for original artwork</p>	Instruction	978-1-61528-296-8	89	Design Extension
			Activity	978-1-61528-296-8	131	Design Extension
<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 original artwork. The student is expected to:</p>	<p>(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork</p>	<p>(i) identify the elements of art, including line, as the fundamentals of art in personal artwork</p>	Instruction	978-1-61528-296-8	26	The Elements of Art
			Activity	978-1-61528-296-8	91	How To...
			Instruction	978-1-61528-296-8	80	Check It
			Activity	978-1-61528-296-8	150	Try It
<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 original artwork. The student is expected to:</p>	<p>(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork</p>	<p>(ii) understand the elements of art, including line, as the fundamentals of art in personal artwork</p>	Instruction	978-1-61528-296-8	26	The Elements of Art
			Activity	978-1-61528-296-8	91	How To...
			Instruction	978-1-61528-296-8	80	Check It
			Activity	978-1-61528-296-8	150	Try It

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 original artwork. The student is expected to:</p>	<p>(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork</p>	<p>(iii) identify the elements of art, including shape, as the fundamentals of art in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>26</p>	<p>The Elements of Art</p>
			<p>Assessment</p>	<p>978-1-61528-296-8</p>	<p>101</p>	<p>Check It</p>
			<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>49</p>	<p>Check It</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 original artwork. The student is expected to:</p>	<p>(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork</p>	<p>(iv) understand the elements of art, including shape, as the fundamentals of art in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>26</p>	<p>The Elements of Art</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>100-101</p>	<p>Studio Experience</p>
			<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>48-49</p>	<p>Studio Experience</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 original artwork. The student is expected to:</p>	<p>(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork</p>	<p>(v) identify the elements of art, including color, as the fundamentals of art in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>26</p>	<p>The Elements of Art</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>100-101</p>	<p>Studio Experience</p>
			<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>48-49</p>	<p>Studio Experience</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork</p>	<p>(vi) understand the elements of art, including color, as the fundamentals of art in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>31-35</p>	<p>Color, Value, and Light</p>
			<p>Assessment</p>	<p>978-1-61528-296-8</p>	<p>101</p>	<p>Check It</p>
			<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>34</p>	<p>Try It</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 original artwork. The student is expected to:</p>	<p>(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork</p>	<p>(vii) identify the elements of art, including texture, as the fundamentals of art in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>62</p>	<p>How To...</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>143</p>	<p>Design Diary Connection</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 original artwork. The student is expected to:</p>	<p>(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork</p>	<p>(viii) understand the elements of art, including texture, as the fundamentals of art in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>62</p>	<p>How To...</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>143</p>	<p>Design Diary Connection</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 original artwork. The student is expected to:</p>	<p>(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork</p>	<p>(ix) identify the elements of art, including form, as the fundamentals of art in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>49</p>	<p>Check It</p>
			<p>Assessment</p>	<p>978-1-61528-296-8</p>	<p>101</p>	<p>Check It</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 original artwork. The student is expected to:</p>	<p>(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork</p>	<p>(x) understand the elements of art, including form, as the fundamentals of art in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>27</p>	<p>Interdisciplinary Connection</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>28</p>	<p>Design Critique</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 original artwork. The student is expected to:</p>	<p>(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork</p>	<p>(xi) identify the elements of art, including space, as the fundamentals of art in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>29</p>	<p>Design Extension</p>
			<p>Assessment</p>	<p>978-1-61528-296-8</p>	<p>49</p>	<p>Check It</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
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			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>48-49</p>	<p>Studio Experience</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 original artwork. The student is expected to:</p>	<p>(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork</p>	<p>(xiii) identify the elements of art, including value, as the fundamentals of art in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>37</p>	<p>Design Extension</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>62</p>	<p>How To...</p>
			<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>186</p>	<p>Color and Value</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 original artwork. The student is expected to:</p>	<p>(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork</p>	<p>(xiv) understand the elements of art, including value, as the fundamentals of art in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>37</p>	<p>Design Extension</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>62</p>	<p>How To...</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(i) identify the principles of design, including emphasis, in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>189</p>	<p>Check It</p>
			<p>(Drop-down menu)</p>	<p>978-1-61528-296-8</p>	<p>No Match</p>	<p>No Match</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(ii) understand the principles of design, including emphasis in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>188-189</p>	<p>Studio Experience</p>
			<p>(Drop-down menu)</p>	<p>978-1-61528-296-8</p>	<p>No Match</p>	<p>No Match</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(iii) identify the principles of design, including repetition/pattern, in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>51</p>	<p>Apply</p>
			<p>(Drop-down menu)</p>	<p>978-1-61528-296-8</p>	<p>No Match</p>	<p>No Match</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(iv) understand the principles of design, including repetition/pattern, in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>36</p>	<p>The Principles of Design</p>
			<p>Review</p>	<p>978-1-61528-296-8</p>	<p>51</p>	<p>Apply</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 original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(v) identify the principles of design, including movement/rhythm, in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>38</p>	<p>Try It</p>
			<p>Assessment</p>	<p>978-1-61528-296-8</p>	<p>48-49</p>	<p>Check It</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 original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(vi) understand the principles of design, including movement/rhythm, in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>38</p>	<p>Try It</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>48-49</p>	<p>Studio Experience</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(vii) identify the principles of design, including contrast/variety, in personal artwork</p>	Instruction	978-1-61528-296-8	36	The Principles of Design
			Activity	978-1-61528-296-8	51	For Your Portfolio
			Review	978-1-61528-296-8	165	Check It
<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 original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(viii) understand the principles of design, including contrast/variety in personal artwork</p>	Instruction	978-1-61528-296-8	36	The Principles of Design
			Activity	978-1-61528-296-8	164-164	Studio Experience
<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 original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(ix) identify the principles of design, including balance, in personal artwork</p>	Instruction	978-1-61528-296-8	37	Try It
			Assessment	978-1-61528-296-8	189	Check It

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 original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(x) understand the principles of design, including balance, in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>37</p>	<p>Try It</p>
			<p>Review</p>	<p>978-1-61528-296-8</p>	<p>51</p>	<p>Apply</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 original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(xi) identify the principles of design, including proportion, in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>100</p>	<p>Create It</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>101</p>	<p>Design Diary Connection</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 original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(xii) understand the principles of design, including proportion, in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>37</p>	<p>Design Extension</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>41</p>	<p>Gifted and Talented</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(xiii) identify the principles of design, including unity, in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>40</p>	<p>Try It</p>
			<p>Assessment</p>	<p>978-1-61528-296-8</p>	<p>189</p>	<p>Check It</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 original artwork. The student is expected to:</p>	<p>(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p>	<p>(xiv) understand the principles of design, including unity, in personal artwork</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>40</p>	<p>Try It</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>188-189</p>	<p>Studio Experience</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 original artwork. The student is expected to:</p>	<p>(D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately</p>	<p>(i) make judgments about the expressive properties of artworks using art vocabulary accurately</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>18</p>	<p>Design Critique</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>30</p>	<p>Design Critique</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>36</p>	<p>Design Critique</p>

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 artwork 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) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination</p>	<p>(i) use visual solutions to create original artwork by problem solving through direct observation</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>16</p>	<p>Design Extension</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>20-21</p>	<p>Studio Experience</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>150</p>	<p>Teaching Tip</p>
<p>(2) Creative expression. The student communicates ideas through original artwork 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) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination</p>	<p>(ii) use visual solutions to create original artwork by problem solving through original sources</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>20-21</p>	<p>Studio Experience</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>80-81</p>	<p>Studio Experience</p>
<p>(2) Creative expression. The student communicates ideas through original artwork 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) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination</p>	<p>(iii) use visual solutions to create original artwork by problem solving through experiences</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>20-21</p>	<p>Studio Experience</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>80-81</p>	<p>Studio Experience</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>122-123</p>	<p>Studio Experience</p>
<p>(2) Creative expression. The student communicates ideas through original artwork 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) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination</p>	<p>(iv) use visual solutions to create original artwork by problem solving through narrations</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>181</p>	<p>Try It</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>182</p>	<p>Design Extension</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Creative expression. The student communicates ideas through original artwork 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) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination	(v) use visual solutions to create original artwork by problem solving through imagination	Instruction	978-1-61528-296-8	89	Design Extension
			Activity	978-1-61528-296-8	131	Design Extension
(2) Creative expression. The student communicates ideas through original artwork 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) communicate a variety of applications for design solutions	(i) communicate a variety of applications for design solutions	Instruction	978-1-61528-296-8	89	Design Extension
			Activity	978-1-61528-296-8	132	Inquiry
			Activity	978-1-61528-296-8	154	Design Extension
			Activity	978-1-61528-296-8	158	Design Extension
(2) Creative expression. The student communicates ideas through original artwork 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) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	(i) use an understanding of copyright to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	Instruction	978-1-61528-296-8	57	Teaching Tip
			Activity	978-1-61528-296-8	77	Teaching Tip
(2) Creative expression. The student communicates ideas through original artwork 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) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	(ii) use an understanding of public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	Instruction	978-1-61528-296-8	57	Teaching Tip
			Activity	978-1-61528-296-8	77	Teaching Tip

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 artwork 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>(D) create original artwork to communicate thoughts, feelings, ideas, or impressions</p>	<p>(i) create original artwork to communicate thoughts, feelings, ideas, or impressions</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>59</p>	<p>Interdisciplinary Connection</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>142-143</p>	<p>Studio Experience</p>
<p>(2) Creative expression. The student communicates ideas through original artwork 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>(E) collaborate to create original works of art</p>	<p>(i) collaborate to create original works of art</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>122</p>	<p>Teaching Tip</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>151</p>	<p>Gifted and Talented</p>
<p>(2) Creative expression. The student communicates ideas through original artwork 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>(F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media</p>	<p>(i) demonstrate effective use of art media in drawing</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>97</p>	<p>Try It</p>
			<p>Review</p>	<p>978-1-61528-296-8</p>	<p>103</p>	<p>Apply</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>122-123</p>	<p>Studio Experience</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>142-143</p>	<p>Studio Experience</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>164-165</p>	<p>Studio Experience</p>
<p>(2) Creative expression. The student communicates ideas through original artwork 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>(F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media</p>	<p>(ii) demonstrate effective use of art tools in drawing</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>97</p>	<p>Try It</p>
			<p>Review</p>	<p>978-1-61528-296-8</p>	<p>103</p>	<p>Apply</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>122-123</p>	<p>Studio Experience</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>142-143</p>	<p>Studio Experience</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>164-165</p>	<p>Studio Experience</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Creative expression. The student communicates ideas through original artwork 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:	(F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media	(iii) demonstrate effective use of art media in painting	Instruction	978-1-61528-296-8	89	Design Extension
			Activity	978-1-61528-296-8	96	Interdisciplinary Connection
(2) Creative expression. The student communicates ideas through original artwork 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:	(F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media	(iv) demonstrate effective use of art tools in painting	Instruction	978-1-61528-296-8	89	Design Extension
			Activity	978-1-61528-296-8	96	Interdisciplinary Connection
(2) Creative expression. The student communicates ideas through original artwork 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:	(F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media	(v) demonstrate effective use of art media in printmaking	Instruction	978-1-61528-296-8	No Match	No Match
			(Drop-down menu)	978-1-61528-296-8	No Match	No Match
(2) Creative expression. The student communicates ideas through original artwork 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:	(F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media	(vi) demonstrate effective use of art tools in printmaking	Instruction	978-1-61528-296-8	No Match	No Match
			(Drop-down menu)	978-1-61528-296-8	No Match	No Match

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Creative expression. The student communicates ideas through original artwork 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:	(F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media	(vii) demonstrate effective use of art media in sculpture	Instruction	978-1-61528-296-8	27	Interdisciplinary Connection
			(Drop-down menu)	978-1-61528-296-8	No Match	No Match
(2) Creative expression. The student communicates ideas through original artwork 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:	(F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media	(viii) demonstrate effective use of art tools in sculpture	Instruction	978-1-61528-296-8	27	Interdisciplinary Connection
			(Drop-down menu)	978-1-61528-296-8	No Match	No Match
(2) Creative expression. The student communicates ideas through original artwork 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:	(F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media	(ix) demonstrate effective use of art media in ceramics	Instruction	978-1-61528-296-8	No Match	No Match
			(Drop-down menu)	978-1-61528-296-8	No Match	No Match
(2) Creative expression. The student communicates ideas through original artwork 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:	(F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media	(x) demonstrate effective use of art tools in ceramics	Instruction	978-1-61528-296-8	No Match	No Match
			(Drop-down menu)	978-1-61528-296-8	No Match	No Match

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 artwork 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>(F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media</p>	<p>(xi) demonstrate effective use of art media in fiber art</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>27</p>	<p>Interdisciplinary Connection</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>89</p>	<p>Design Extension</p>
<p>(2) Creative expression. The student communicates ideas through original artwork 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>(F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media</p>	<p>(xii) demonstrate effective use of art tools in fiber art</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>27</p>	<p>Interdisciplinary Connection</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>89</p>	<p>Design Extension</p>
<p>(2) Creative expression. The student communicates ideas through original artwork 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>(F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media</p>	<p>(xiii) demonstrate effective use of art media in design</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>80</p>	<p>Create It</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>89</p>	<p>Design Extension</p>
<p>(2) Creative expression. The student communicates ideas through original artwork 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>(F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media</p>	<p>(xiv) demonstrate effective use of art tools in design</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>80</p>	<p>Create It</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>89</p>	<p>Design Extension</p>

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 artwork 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>(F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media</p>	<p>(xv) demonstrate effective use of art media in digital art and media</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>142-143</p>	<p>Studio Experience</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>182</p>	<p>Design Extension</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>188-189</p>	<p>Studio Experience</p>
<p>(2) Creative expression. The student communicates ideas through original artwork 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>(F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media</p>	<p>(xvi) demonstrate effective use of art tools in digital art and media</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>142-143</p>	<p>Studio Experience</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>182</p>	<p>Design Extension</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>188-189</p>	<p>Studio Experience</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>(A) compare and contrast historical and contemporary styles while identifying general themes and trends</p>	<p>(i) compare and contrast historical and contemporary styles while identifying general themes</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>4</p>	<p>Design History</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>5</p>	<p>Teaching Tip</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>107</p>	<p>Interdisciplinary Connection</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>(A) compare and contrast historical and contemporary styles while identifying general themes and trends</p>	<p>(ii) contrast and contrast historical and contemporary styles while identifying general trends</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>11</p>	<p>Teaching Tip</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>112</p>	<p>Inquiry</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>133</p>	<p>Design Aesthetics</p>

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:	(B) describe general characteristics in artworks from a variety of cultures, which might also include personal identity and heritage	(i) describe general characteristics in artworks from a variety of cultures, which might also include personal identity	Instruction	978-1-61528-296-8	110	Interdisciplinary Connection
			Activity	978-1-61528-296-8	45	Try It
			Activity	978-1-61528-296-8	114	Design History
			Activity	978-1-61528-296-8	152	Interdisciplinary Connection
(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) describe general characteristics in artworks from a variety of cultures, which might also include personal identity and heritage	(ii) describe general characteristics in artworks from a variety of cultures, which might also include heritage	Instruction	978-1-61528-296-8	110	Interdisciplinary Connection
			Activity	978-1-61528-296-8	45	Try It
			Activity	978-1-61528-296-8	114	Design History
			Activity	978-1-61528-296-8	152	Interdisciplinary Connection
(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) collaborate on community-based art projects	(i) collaborate on community-based art projects	Instruction	978-1-61528-296-8	151	Gifted and Talented
			Activity	978-1-61528-296-8	122-123	Studio Experience
			Assessment	978-1-61528-296-8	123	Check It
			Instruction	978-1-61528-296-8	188-189	Studio Experience
(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) compare and contrast career and avocational opportunities in art	(i) compare and contrast career and avocational opportunities in art	Instruction	978-1-61528-296-8	22-23	Career Profile
			Activity	978-1-61528-296-8	50-51	Career Profile
			Activity	978-1-61528-296-8	82-83	Career Profile
			Activity	978-1-61528-296-8	102-103	Career Profile
			Activity	978-1-61528-296-8	124-125	Career Profile

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 the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(i) interpret artistic decisions in artwork by self	Instruction	978-1-61528-296-8	21	Check It
			Activity	978-1-61528-296-8	23	For Your Portfolio
			Assessment	978-1-61528-296-8	80	Check It
			Activity	978-1-61528-296-8	145	For Your Portfolio
			Assessment	978-1-61528-296-8	165	Check It
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(ii) evaluate artistic decisions in artwork by self	Instruction	978-1-61528-296-8	49	Check It
			Activity	978-1-61528-296-8	51	For Your Portfolio
			Assessment	978-1-61528-296-8	122	Check It
			Activity	978-1-61528-296-8	145	For Your Portfolio
			Assessment	978-1-61528-296-8	165	Check It
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(iii) justify artistic decisions in artwork by self	Instruction	978-1-61528-296-8	101	Check It
			Assessment	978-1-61528-296-8	189	Check It
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(iv) interpret artistic decisions in artwork by peers	Instruction	978-1-61528-296-8	88	Try It
			Assessment	978-1-61528-296-8	123	Check It
			Assessment	978-1-61528-296-8	143	Check It
			Assessment	978-1-61528-296-8	165	Check It

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 the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(v) evaluate artistic decisions in artwork by peers	Instruction	978-1-61528-296-8	88	Try It
			Assessment	978-1-61528-296-8	123	Check It
			Assessment	978-1-61528-296-8	143	Check It
			Assessment	978-1-61528-296-8	165	Check It
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(vi) justify artistic decisions in artwork by peers	Instruction	978-1-61528-296-8	88	Try It
			Assessment	978-1-61528-296-8	123	Check It
			Assessment	978-1-61528-296-8	143	Check It
			Assessment	978-1-61528-296-8	165	Check It
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(vii) interpret artistic decisions in artwork by other artists	Instruction	978-1-61528-296-8	43	Interpret
			Review	978-1-61528-296-8	83	Synthesize
			Review	978-1-61528-296-8	167	Synthesize
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(viii) evaluate artistic decisions in artwork by other artists	Instruction	978-1-61528-296-8	42	Evaluate
			Review	978-1-61528-296-8	51	Evaluate
			Review	978-1-61528-296-8	83	Evaluate
			Review	978-1-61528-296-8	103	Evaluate
			Review	978-1-61528-296-8	125	Evaluate

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 the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(ix) justify artistic decisions in artwork by other artists	Instruction	978-1-61528-296-8	51	Analyze
			Review	978-1-61528-296-8	103	Evaluate
			Instruction	978-1-61528-296-8	63	Design Aesthetics
			Instruction	978-1-61528-296-8	85	Tips for Using the Opening Image
			Review	978-1-61528-296-8	145	Evaluate
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork	(i) evaluate artwork using a verbal or written method of critique	Instruction	978-1-61528-296-8	18	Design Critique
			Activity	978-1-61528-296-8	30	Design Critique
			Activity	978-1-61528-296-8	36	Design Critique
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork	(ii) analyze artwork using a verbal or written method of critique	Instruction	978-1-61528-296-8	28	Design Critique
			Activity	978-1-61528-296-8	123	Check It
			Instruction	978-1-61528-296-8	43	How To...
			Activity	978-1-61528-296-8	165	Check It
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(C) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning	(i) construct a physical or electronic portfolio by evaluating personal original artwork to provide evidence of learning	Instruction	978-1-61528-296-8	23	For Your Portfolio
			Activity	978-1-61528-296-8	83	For Your Portfolio
			Activity	978-1-61528-296-8	103	For Your Portfolio
			Activity	978-1-61528-296-8	145	For Your Portfolio

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 the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(C) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning	(ii) construct a physical or electronic portfolio by analyzing personal original artwork to provide evidence of learning	Instruction	978-1-61528-296-8	23	For Your Portfolio
			Activity	978-1-61528-296-8	51	For Your Portfolio
			Activity	978-1-61528-296-8	145	For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(i) select original artwork to form precise conclusions about formal qualities	Instruction	978-1-61528-296-8	103	Evaluate
			Review	978-1-61528-296-8	167	Evaluate
			Activity	978-1-61528-296-8	178	Design Extension
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(ii) select original artwork to form precise conclusions about historical contexts	Instruction	978-1-61528-296-8	11	Teaching Tip
			Activity	978-1-61528-296-8	107	Interdisciplinary Connection
			Instruction	978-1-61528-296-8	110	Design Aesthetics
			Activity	978-1-61528-296-8	112	Inquiry
			Activity	978-1-61528-296-8	133	Design Aesthetics
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(iii) select original artwork to form precise conclusions about cultural contexts	Instruction	978-1-61528-296-8	11	Teaching Tip
			Activity	978-1-61528-296-8	88	Note It
			Instruction	978-1-61528-296-8	34	What Colors Mean
			Review	978-1-61528-296-8	103	Synthesize
			Activity	978-1-61528-296-8	152	Teaching Tip

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 the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(iv) select original artwork to form precise conclusions about intentions	Instruction	978-1-61528-296-8	133	Design Aesthetics
			Review	978-1-61528-296-8	145	Analyze
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(v) select original artwork to form precise conclusions about meanings	Instruction	978-1-61528-296-8	30	Design Critique
			Activity	978-1-61528-296-8	36	Design Critique
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(vi) select portfolios to form precise conclusions about formal qualities	Instruction	978-1-61528-296-8	51	For Your Portfolio
			Activity	978-1-61528-296-8	145	For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(vii) select portfolios to form precise conclusions about historical contexts	Instruction	978-1-61528-296-8	23	For Your Portfolio
			Activity	978-1-61528-296-8	11	Teaching Tip
			Activity	978-1-61528-296-8	51	For Your Portfolio
			Activity	978-1-61528-296-8	93	Design Aesthetics
			Activity	978-1-61528-296-8	107	Interdisciplinary Connection

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 the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(viii) select portfolios to form precise conclusions about cultural contexts</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>23</p>	<p>For Your Portfolio</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>29</p>	<p>Try It</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>51</p>	<p>For Your Portfolio</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>145</p>	<p>For Your Portfolio</p>
<p>(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(ix) select portfolios to form precise conclusions about intentions</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>23</p>	<p>For Your Portfolio</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>29</p>	<p>Try It</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>83</p>	<p>For Your Portfolio</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>116</p>	<p>Teaching Tip</p>
<p>(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(x) select portfolios to form precise conclusions about meanings</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>23</p>	<p>For Your Portfolio</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>29</p>	<p>Try It</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>103</p>	<p>For Your Portfolio</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>123</p>	<p>Design Diary Connection</p>
<p>(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:</p>	<p>(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(xi) select exhibitions to form precise conclusions about formal qualities</p>	<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>29</p>	<p>Try It</p>
			<p>Activity</p>	<p>978-1-61528-296-8</p>	<p>49</p>	<p>Design Diary Connection</p>
			<p>Instruction</p>	<p>978-1-61528-296-8</p>	<p>167</p>	<p>Evaluate</p>

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 the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xii) select exhibitions to form precise conclusions about historical contexts	Instruction	978-1-61528-296-8	114	Design History
			Activity	978-1-61528-296-8	29	Try It
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xiii) select exhibitions to form precise conclusions about cultural contexts	Instruction	978-1-61528-296-8	114	Design History
			Activity	978-1-61528-296-8	29	Try It
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xiv) select exhibitions to form precise conclusions about intentions	Instruction	978-1-61528-296-8	158	Design Extension
			Activity	978-1-61528-296-8	29	Try It
			Activity	978-1-61528-296-8	114	Design History
			Review	978-1-61528-296-8	167	Evaluate
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xv) select exhibitions to form precise conclusions about meanings	Instruction	978-1-61528-296-8	158	Exhibit Design
			Activity	978-1-61528-296-8	29	Try It

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 the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xvi) analyze original artwork to form precise conclusions about formal qualities	Instruction	978-1-61528-296-8	42	Design Aesthetics
			Activity	978-1-61528-296-8	29	Try It
			Activity	978-1-61528-296-8	63	Design Aesthetics
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xvii) analyze original artwork to form precise conclusions about historical contexts	Instruction	978-1-61528-296-8	29	Try It
			Activity	978-1-61528-296-8	93	Design Aesthetics
			Instruction	978-1-61528-296-8	86	Inquiry
			Instruction	978-1-61528-296-8	110	Design Aesthetics
			Activity	978-1-61528-296-8	112	Inquiry
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xviii) analyze original artwork to form precise conclusions about cultural contexts	Instruction	978-1-61528-296-8	29	Design History
			Activity	978-1-61528-296-8	97	Try It
			Review	978-1-61528-296-8	103	Synthesize
			Instruction	978-1-61528-296-8	134	Note It
			Activity	978-1-61528-296-8	145	Writing About Art
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xix) analyze original artwork to form precise conclusions about intentions	Instruction	978-1-61528-296-8	41	Design Aesthetics
			Activity	978-1-61528-296-8	42	Design Aesthetics
			Activity	978-1-61528-296-8	75	Design Aesthetics

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 the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xx) analyze original artwork to form precise conclusions about meanings	Instruction	978-1-61528-296-8	41	Design Aesthetics
			Activity	978-1-61528-296-8	42	Design Aesthetics
			Activity	978-1-61528-296-8	75	Design Aesthetics
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxi) analyze portfolios to form precise conclusions about formal qualities	Instruction	978-1-61528-296-8	23	For Your Portfolio
			Activity	978-1-61528-296-8	51	For Your Portfolio
			Activity	978-1-61528-296-8	145	For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxii) analyze portfolios to form precise conclusions about historical contexts	Instruction	978-1-61528-296-8	23	For Your Portfolio
			Activity	978-1-61528-296-8	29	Design History
			Activity	978-1-61528-296-8	51	For Your Portfolio
			Activity	978-1-61528-296-8	145	For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxiii) analyze portfolios to form precise conclusions about cultural contexts	Instruction	978-1-61528-296-8	23	For Your Portfolio
			Activity	978-1-61528-296-8	51	For Your Portfolio
			Activity	978-1-61528-296-8	111	Note It
			Activity	978-1-61528-296-8	145	For Your Portfolio
			Instruction	978-1-61528-296-8	152	Road Culture

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 the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxiv) analyze portfolios to form precise conclusions about intentions	Instruction	978-1-61528-296-8	23	For Your Portfolio
			Activity	978-1-61528-296-8	83	For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxv) analyze portfolios to form precise conclusions about meanings	Instruction	978-1-61528-296-8	23	For Your Portfolio
			Activity	978-1-61528-296-8	103	For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxvi) analyze exhibitions to form precise conclusions about formal qualities	Instruction	978-1-61528-296-8	29	Try It
			Activity	978-1-61528-296-8	49	Design Diary Connection
			Activity	978-1-61528-296-8	159	Teaching Tip
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxvii) analyze exhibitions to form precise conclusions about historical contexts	Instruction	978-1-61528-296-8	29	Design History
			Activity	978-1-61528-296-8	136	Gifted and Talented
			Instruction	978-1-61528-296-8	148	Design Aesthetics

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 the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxviii) analyze exhibitions to form precise conclusions about cultural contexts	Instruction	978-1-61528-296-8	114	Design History
			Activity	978-1-61528-296-8	133	Design Aesthetics
			Activity	978-1-61528-296-8	139	Teaching Tip
			Activity	978-1-61528-296-8	140	Teaching Tip
			Activity	978-1-61528-296-8	152	Teaching Tip
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxix) analyze exhibitions to form precise conclusions about intentions	Instruction	978-1-61528-296-8	29	Design History
			Activity	978-1-61528-296-8	158	Teaching Tip
			Activity	978-1-61528-296-8	170	Inquiry
			Activity	978-1-61528-296-8	174	Design Aesthetics
			Activity	978-1-61528-296-8	178	Design Extension
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			Activity	978-1-61528-296-8	156	Interdisciplinary Connection
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