

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	The Visual Experience					
Program ISBN	978-1-61528-300-2					
(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.						
<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—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.</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>						
(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	978-1-61528-300-2	50	Studio Experience
			Assessment	978-1-61528-300-2	51	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 original artwork. The student is expected to:	(A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork	(ii) consider concepts from original sources for original artwork	Instruction	978-1-61528-300-2	92	Lesson 5.2
			Activity	978-1-61528-300-2	106	Studio Experience
(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	(iii) consider concepts from experiences for original artwork	Instruction	978-1-61528-300-2	17	Try It Yourself
			Activity Assessment	978-1-61528-300-2 978-1-61528-300-2	93 113	Try It Yourself 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 original artwork. The student is expected to:	(A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork	(iv) consider concepts from imagination for original artwork	Instruction	978-1-61528-300-2	50	Studio Experience
			Assessment	978-1-61528-300-2	51	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 original artwork. The student is expected to:	(A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork	(v) consider ideas from direct observation for original artwork	Instruction	978-1-61528-300-2	108	Studio Experience
			Assessment	978-1-61528-300-2	240	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 original artwork. The student is expected to:	(A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork	(vi) consider ideas from original sources for original artwork	Instruction	978-1-61528-300-2	161	Studio Experience
			Activity	978-1-61528-300-2	161	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 original artwork. The student is expected to:	(A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork	(vii) consider ideas from experiences for original artwork	Instruction	978-1-61528-300-2	73	Linking Disciplines
			Assessment	978-1-61528-300-2	75	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 original artwork. The student is expected to:	(A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork	(viii) consider ideas from imagination for original artwork	Instruction	978-1-61528-300-2	84-85	Studio Experience
			Assessment	978-1-61528-300-2	85	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 original artwork. The student is expected to:	(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	(i) identify the elements of art, including line, as the fundamentals of art in personal artwork	Instruction	978-1-61528-300-2	43	Try It Yourself
			Assessment	978-1-61528-300-2	43	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 original artwork. The student is expected to:	(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	(ii) understand the elements of art, including line, as the fundamentals of art in personal artwork	Instruction	978-1-61528-300-2	34	Teach
			Assessment	978-1-61528-300-2	35	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 original artwork. The student is expected to:	(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	(iii) identify the elements of art, including shape, as the fundamentals of art in personal artwork	Instruction	978-1-61528-300-2	63	Linking Disciplines
			Assessment	978-1-61528-300-2	83	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 original artwork. The student is expected to:	(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	(iv) understand the elements of art, including shape, as the fundamentals of art in personal artwork	Instruction	978-1-61528-300-2	63	Teach
			Activity	978-1-61528-300-2	71	Try It Yourself
(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:	(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	(v) identify the elements of art, including color, as the fundamentals of art in personal artwork	Instruction	978-1-61528-300-2	91	Using the Art
			Activity	978-1-61528-300-2	98	Art Production
			Activity	978-1-61528-300-2	100	Art Production
(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:	(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	(vi) understand the elements of art, including color, as the fundamentals of art in personal artwork	Instruction	978-1-61528-300-2	103	Assess
			Assessment	978-1-61528-300-2	109	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 original artwork. The student is expected to:	(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	(vii) identify the elements of art, including texture, as the fundamentals of art in personal artwork	Instruction	978-1-61528-300-2	152	Teach
			Activity	978-1-61528-300-2	157	Try It Yourself
(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:	(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	(viii) understand the elements of art, including texture, as the fundamentals of art in personal artwork	Instruction	978-1-61528-300-2	161	Teach
			Assessment	978-1-61528-300-2	163	Assess

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>(ix) identify the elements of art, including form, as the fundamentals of art in personal artwork</p>	Instruction	978-1-61528-300-2	67	Teach
			Review	978-1-61528-300-2	71	Close
			Assessment	978-1-61528-300-2	79	Assess
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating 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>	Instruction	978-1-61528-300-2	67	Teach
			Assessment	978-1-61528-300-2	83	Assess
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating 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>	Instruction	978-1-61528-300-2	121	Try It Yourself
			Assessment	978-1-61528-300-2	137	Assess
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating 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>(xii) understand the elements of art, including space, as the fundamentals of art in personal artwork</p>	Instruction	978-1-61528-300-2	121	Using the Art
			Assessment	978-1-61528-300-2	125	Assess
			Assessment	978-1-61528-300-2	139	Assess
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating 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>	Instruction	978-1-61528-300-2	107	Teach
			Assessment	978-1-61528-300-2	115	Going Further
<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>	Instruction	978-1-61528-300-2	110-111	Studio Experience
			Assessment	978-1-61528-300-2	115	For Your Portfolio

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(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:	(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork	(i) identify the principles of design, including emphasis, in personal artwork	Instruction	978-1-61528-300-2	176	Teach
			Assessment	978-1-61528-300-2	177	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 original artwork. The student is expected to:	(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork	(ii) understand the principles of design, including emphasis in personal artwork	Instruction	978-1-61528-300-2	176	Linking Disciplines
			Activity	978-1-61528-300-2	203	Studio Experience
			Review	978-1-61528-300-2	377	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 original artwork. The student is expected to:	(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork	(iii) identify the principles of design, including repetition/pattern, in personal artwork	Instruction	978-1-61528-300-2	188	Using the Art
			Activity	978-1-61528-300-2	194-195	Studio Experience
(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:	(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork	(iv) understand the principles of design, including repetition/pattern, in personal artwork	Instruction	978-1-61528-300-2	188	Using the Art
			Activity	978-1-61528-300-2	194-195	Studio Experience
(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:	(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork	(v) identify the principles of design, including movement/rhythm, in personal artwork	Instruction	978-1-61528-300-2	178	Teach
			Assessment	978-1-61528-300-2	183	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 original artwork. The student is expected to:	(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork	(vi) understand the principles of design, including movement/rhythm, in personal artwork	Instruction	978-1-61528-300-2	181	Using the Art
			Review	978-1-61528-300-2	205	Chapter Review

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/rhythm, 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	978-1-61528-300-2	168	A Quick Look
			Assessment	978-1-61528-300-2	175	Assess
			Instruction	978-1-61528-300-2	174	Teach
			Instruction	978-1-61528-300-2	176	Emphasis
			Activity	978-1-61528-300-2	377	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>(vii) understand the principles of design, including contrast/variety in personal artwork</p>	Instruction	978-1-61528-300-2	168	A Quick Look
			(Drop-down menu)	978-1-61528-300-2	175	Assess
				978-1-61528-300-2	174	Teach
				978-1-61528-300-2	176	Emphasis
				978-1-61528-300-2	377	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	978-1-61528-300-2	186	Using the Text
			Assessment	978-1-61528-300-2	187	Assess
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating 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>	Instruction	978-1-61528-300-2	186	Using the Text
			Assessment	978-1-61528-300-2	187	Assess
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating 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>	Instruction	978-1-61528-300-2	191	Assess
			Review	978-1-61528-300-2	205	For Your Sketchbook
<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>	Instruction	978-1-61528-300-2	191	Assess
			Review	978-1-61528-300-2	205	For Your Sketchbook

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(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:	(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork	(xiii) identify the principles of design, including unity, in personal artwork	Instruction	978-1-61528-300-2	196-197	Studio Experience
			Review	978-1-61528-300-2	205	For Your Sketchbook
(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:	(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork	(xiv) understand the principles of design, including unity, in personal artwork	Instruction	978-1-61528-300-2	196-197	Studio Experience
			Review	978-1-61528-300-2	205	For Your Sketchbook
(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:	(D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately	(i) make judgments about the expressive properties of artworks using art vocabulary accurately	Instruction	978-1-61528-300-2	25	Using the Art
			Assessment	978-1-61528-300-2	27	Assess
			Assessment	978-1-61528-300-2	103	Assess
(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	(i) use visual solutions to create original artwork by problem solving through direct observation	Instruction	978-1-61528-300-2	50	Studio Experience
			Activity	978-1-61528-300-2	52-53	Studio Experience
			Review	978-1-61528-300-2	57	Going Further
(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	(ii) use visual solutions to create original artwork by problem solving through original sources	Instruction	978-1-61528-300-2	84-85	Studio Experience
			Activity	978-1-61528-300-2	240-241	Studio Experience
(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	(iii) use visual solutions to create original artwork by problem solving through experiences	Instruction	978-1-61528-300-2	121	Try It Yourself
			Activity	978-1-61528-300-2	250-251	Studio Experience
(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	(iv) use visual solutions to create original artwork by problem solving through narrations	Instruction	978-1-61528-300-2	198-199	Studio Experience
			Activity	978-1-61528-300-2	438-439	Studio Experience

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	978-1-61528-300-2	139	Teach
			Assessment	978-1-61528-300-2	139	Assess
(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	978-1-61528-300-2	82-83	Studio Experience
			Assessment	978-1-61528-300-2	113	Assess
(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	978-1-61528-300-2	142-143	Studio Experience
			Activity	978-1-61528-300-2	160-161	Studio Experience
			Review	978-1-61528-300-2	244-245	Close
			Activity	978-1-61528-300-2	374-375	Studio Experience
(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	978-1-61528-300-2	142-143	Studio Experience
			Activity	978-1-61528-300-2	160-161	Studio Experience
			Activity	978-1-61528-300-2	374-375	Studio Experience
(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:	(D) create original artwork to communicate thoughts, feelings, ideas, or impressions	(i) create original artwork to communicate thoughts, feelings, ideas, or impressions	Instruction	978-1-61528-300-2	52-53	Studio Experience
			Review	978-1-61528-300-2	57	For Your Sketchbook
			Instruction	978-1-61528-300-2	84-85	Studio Experience
			Activity	978-1-61528-300-2	198-199	Studio Experience
(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:	(E) collaborate to create original works of art	(i) collaborate to create original works of art	Instruction	978-1-61528-300-2	84-85	Studio Experience
			Activity	978-1-61528-300-2	282-283	Studio Experience
(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	(i) demonstrate effective use of art media in drawing	Instruction	978-1-61528-300-2	43	Try It Yourself
			Assessment	978-1-61528-300-2	47	Assess

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	(ii) demonstrate effective use of art tools in drawing	Instruction	978-1-61528-300-2	47	Teach
			Assessment	978-1-61528-300-2	49	Assess
(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	978-1-61528-300-2	108-109	Studio Experience
			Activity	978-1-61528-300-2	112-113	Studio Experience
(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	978-1-61528-300-2	112-113	Studio Experience
			Activity	978-1-61528-300-2	144-145	Studio Experience
(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	978-1-61528-300-2	162-163	Studio Experience
			Assessment	978-1-61528-300-2	247	Assess
(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	978-1-61528-300-2	162-163	Studio Experience
			Assessment	978-1-61528-300-2	247	Assess
(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	978-1-61528-300-2	282-283	Studio Experience
			Assessment	978-1-61528-300-2	287	Assess
(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	978-1-61528-300-2	284-285	Studio Experience
			Assessment	978-1-61528-300-2	291	Assess
(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	978-1-61528-300-2	272	Art Production
			Assessment	978-1-61528-300-2	285	Assess

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	978-1-61528-300-2	285	Warm Up
(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	978-1-61528-300-2	272	Art Production
			Assessment Instruction	978-1-61528-300-2 978-1-61528-300-2	285 284	Assess Warm Up
(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	(xi) demonstrate effective use of art media in fiber art	Instruction	978-1-61528-300-2	200-201	Studio Experience
			Assessment	978-1-61528-300-2	249	Assess
(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	(xii) demonstrate effective use of art tools in fiber art	Instruction	978-1-61528-300-2	200-201	Studio Experience
			Assessment	978-1-61528-300-2	249	Assess
(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	(xiii) demonstrate effective use of art media in design	Instruction	978-1-61528-300-2	84-85	Studio Experience
			Activity Activity	978-1-61528-300-2 978-1-61528-300-2	97 186	Art Production Using the Text
(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	(xiv) demonstrate effective use of art tools in design	Instruction	978-1-61528-300-2	112-113	Studio Experience
			Assessment	978-1-61528-300-2	137	Assess
(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	(xv) demonstrate effective use of art media in digital art and media	Instruction	978-1-61528-300-2	55	Computer Option
			Activity	978-1-61528-300-2	143	Computer Option
(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	(xvi) demonstrate effective use of art tools in digital art and media	Instruction	978-1-61528-300-2	55	Computer Option
			Activity	978-1-61528-300-2	143	Computer Option

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 and contrast historical and contemporary styles while identifying general themes and trends	(i) compare and contrast historical and contemporary styles while identifying general themes	Instruction	978-1-61528-300-2	65	Art Perception
			Activity	978-1-61528-300-2	75	Write About It!
			Instruction	978-1-61528-300-2	73	Art Criticism
			Instruction	978-1-61528-300-2	371	Using the Art
			Assessment	978-1-61528-300-2	401	Assess
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(A) compare and contrast historical and contemporary styles while identifying general themes and trends	(ii) contrast and contrast historical and contemporary styles while identifying general trends	Instruction	978-1-61528-300-2	65	Art Perception
			Activity	978-1-61528-300-2	75	Write About It!
			Instruction	978-1-61528-300-2	73	Art Criticism
			Instruction	978-1-61528-300-2	301	Art Criticism
			Instruction	978-1-61528-300-2	363	Using the Art
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(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	978-1-61528-300-2	44-45	Art Criticism
			Activity	978-1-61528-300-2	64	Art Criticism
(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	978-1-61528-300-2	238-239	Art Criticism
			Activity	978-1-61528-300-2	259	Art History and Production
(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	978-1-61528-300-2	282-283	Studio Experience
			Assessment	978-1-61528-300-2	407	Assess
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) compare and contrast career and avocational opportunities in art	(i) compare and contrast career and avocational opportunities in art	Instruction	978-1-61528-300-2	328	Teach
			Review	978-1-61528-300-2	329	Close
			Review	978-1-61528-300-2	345	Close
(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	978-1-61528-300-2	82-83	Studio Experience
			Assessment	978-1-61528-300-2	321	Assess
(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	978-1-61528-300-2	250-251	Studio Experience
			Assessment	978-1-61528-300-2	287	Assess

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	(iii) justify artistic decisions in artwork by self	Instruction	978-1-61528-300-2	197	Assess
			Review	978-1-61528-300-2	253	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:	(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	978-1-61528-300-2	83	Assess
			Activity	978-1-61528-300-2	109	Peer Assessment
(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	978-1-61528-300-2	81	Assess
			Assessment	978-1-61528-300-2	85	Assess
			Assessment	978-1-61528-300-2	195	Assess
(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	978-1-61528-300-2	139	Self/Peer Assessment
			Assessment	978-1-61528-300-2	247	Peer Assessment
(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	978-1-61528-300-2	24	Using the Art
			Activity	978-1-61528-300-2	27	Close
(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	978-1-61528-300-2	25	Art Criticism
			Assessment	978-1-61528-300-2	27	Assess
(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	978-1-61528-300-2	23	Art Criticism
			Activity	978-1-61528-300-2	26	Using the Text
(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	978-1-61528-300-2	26	Using the Text
			Assessment	978-1-61528-300-2	27	Assess
			Activity	978-1-61528-300-2	45	Evaluate
			Activity	978-1-61528-300-2	77	Evaluate
			Activity	978-1-61528-300-2	193	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:	(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	978-1-61528-300-2	22	Art Criticism
			Activity	978-1-61528-300-2	23	Art Criticism
			Instruction	978-1-61528-300-2	105	Analyze
			Assessment	978-1-61528-300-2	139	Self/Peer Assessment
			Activity	978-1-61528-300-2	239	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:	(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	978-1-61528-300-2	115	For Your Portfolio
			Activity	978-1-61528-300-2	253	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:	(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	978-1-61528-300-2	57	For Your Portfolio
			Activity	978-1-61528-300-2	87	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	978-1-61528-300-2	73	Art Criticism
			Activity	978-1-61528-300-2	179	Art Criticism
(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	978-1-61528-300-2	333	Art History
			Activity	978-1-61528-300-2	334	Using the 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	(iii) select original artwork to form precise conclusions about cultural contexts	Instruction	978-1-61528-300-2	355	Engage
			Activity	978-1-61528-300-2	391	Assess
(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	978-1-61528-300-2	302	Using the Text
			Activity	978-1-61528-300-2	356	Try It Yourself
(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	978-1-61528-300-2	147	Synthesize
			Assessment	978-1-61528-300-2	157	Assess

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	(vi) select portfolios to form precise conclusions about formal qualities	Instruction	978-1-61528-300-2	87	For Your Portfolio
			Activity	978-1-61528-300-2	115	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	978-1-61528-300-2	253	Electronic Research
			Activity	978-1-61528-300-2	409	Electronic Research
			Instruction Review	978-1-61528-300-2	434-435	Studio Experience Close
(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	(viii) select portfolios to form precise conclusions about cultural contexts	Instruction	978-1-61528-300-2	355	Engage
			Assessment	978-1-61528-300-2	377	Assess
			Instruction	978-1-61528-300-2	374-375	Studio Experience
			Activity	978-1-61528-300-2	379	Going Further
(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	(ix) select portfolios to form precise conclusions about intentions	Instruction	978-1-61528-300-2	87	For Your Portfolio
			Activity	978-1-61528-300-2	349	For Your Portfolio
			Instruction	978-1-61528-300-2	115	For Your Portfolio
			Activity	978-1-61528-300-2	253	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	(x) select portfolios to form precise conclusions about meanings	Instruction	978-1-61528-300-2	85	Teach
			Activity	978-1-61528-300-2	205	Electronic Research
			Instruction	978-1-61528-300-2	441	Going Further
(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	(xi) select exhibitions to form precise conclusions about formal qualities	Instruction	978-1-61528-300-2	441	Going Further
			Activity	978-1-61528-300-2	467	Assess
(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	978-1-61528-300-2	441	Going Further
(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	978-1-61528-300-2	334	Using the Art

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	978-1-61528-300-2	439	Assess
(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	978-1-61528-300-2	202	Computer Option
			Activity	978-1-61528-300-2	205	Going Further
			Instruction	978-1-61528-300-2	357	Teach
			Review	978-1-61528-300-2	359	Close
			Assessment	978-1-61528-300-2	455	Assess
(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	978-1-61528-300-2	253	Electronic Research
			Activity	978-1-61528-300-2	357	Teach
			Review	978-1-61528-300-2	359	Close
			Instruction	978-1-61528-300-2	379	Going Further
(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	978-1-61528-300-2	23	Art Criticism
			Activity	978-1-61528-300-2	44-45	Art Criticism
(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	978-1-61528-300-2	329	Art History
			Activity	978-1-61528-300-2	355	Engage
(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	978-1-61528-300-2	334	Art History
			Activity	978-1-61528-300-2	363	Meeting Individual Needs
(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	978-1-61528-300-2	16	Using the Art
			Activity	978-1-61528-300-2	269	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	(xx) analyze original artwork to form precise conclusions about meanings	Instruction	978-1-61528-300-2	19	Art Criticism
			Activity	978-1-61528-300-2	44-45	Art Criticism
			Activity	978-1-61528-300-2	104-105	Art Criticism

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	(xxi) analyze portfolios to form precise conclusions about formal qualities	Instruction	978-1-61528-300-2	115	For Your Portfolio
			Activity	978-1-61528-300-2	147	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	978-1-61528-300-2	320-321	Studio Experience
			Activity	978-1-61528-300-2	355	Engage
(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	978-1-61528-300-2	355	Engage
			Assessment	978-1-61528-300-2	374-375	Studio Experience
			Assessment	978-1-61528-300-2	377	Assess
(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	978-1-61528-300-2	147	For Your Portfolio
			Activity	978-1-61528-300-2	349	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	978-1-61528-300-2	115	For Your Portfolio
			Activity	978-1-61528-300-2	379	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	978-1-61528-300-2	153	Aesthetics
			Assessment	978-1-61528-300-2	467	Assess
(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	978-1-61528-300-2	441	Going Further
			Activity	978-1-61528-300-2	467	Assess
(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	978-1-61528-300-2	334	Using the Art
			Activity	978-1-61528-300-2	359	Linking Disciplines

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	(xxix) analyze exhibitions to form precise conclusions about intentions	Instruction	978-1-61528-300-2	357	Teach
			Assessment	978-1-61528-300-2	455	Assess
(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	(xxx) analyze exhibitions to form precise conclusions about meanings	Instruction	978-1-61528-300-2	357	Teach
			Review	978-1-61528-300-2	359	Close