

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

<b>Subject</b>	<b>Chapter 117. Texas Essential Knowledge and Skills for Fine Arts</b>					
<b>Subchapter</b>	<b>Subchapter F. High School, Adopted 2013</b>					
<b>Course</b>	<b>§117.303. Art, Level II (One Credit), Adopted 2013.</b>					
<b>Publisher</b>	<b>Davis Publications, Inc.</b>					
<b>Program Title</b>	<b>Experience Clay</b>					
<b>Program ISBN</b>	<b>978-1-61528-298-2</b>					
<p>(a) <b>General requirements.</b> Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art II, Drawing I, Painting I, Printmaking I, Fibers I, Ceramics I, Sculpture I, Jewelry I, Photography I, Design I, Digital Art and Media I, and Art and Media Communications II (one credit per course). The prerequisite for each art course listed in this subsection is one credit of Art, Level I.</p>						
<p>(b) <b>Introduction.</b></p> <p>(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.</p> <p>(2) Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.</p> <p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>						
<p>(c) <b>Knowledge and Skills.</b></p>						
<b>Knowledge and Skills Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Citation Type</b>	<b>Component ISBN</b>	<b>Page (s)</b>	<b>Specific Location</b>

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 artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(i) use visual comparisons to illustrate concepts and ideas from direct observation for original artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>8</p>	<p>Try It</p>
			<p><b>Review</b></p>	<p>978-1-61528-298-2</p>	<p>13</p>	<p>Figure 1-15</p>
			<p><b>Assessment</b></p>	<p>978-1-61528-298-2</p>	<p>25</p>	<p>Writing About Art</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 artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(ii) use visual comparisons to illustrate ideas from direct observation for original artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>31</p>	<p>Try It</p>
			<p><b>Review</b></p>	<p>978-1-61528-298-2</p>	<p>93</p>	<p>Figure 3-65</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 artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(iii) use visual comparisons to illustrate concepts and ideas from original sources for original artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>8</p>	<p>Try It</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Review Assessment</b>	978-1-61528-298-2 978-1-61528-298-2	43 49	Try It Chapter Review
<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 artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(iv) use visual comparisons to illustrate ideas from original sources for original artworks</p>	<b>Instruction</b>	978-1-61528-298-2	112-113	Throwing the Cylinder
			<b>Review Assessment</b>	978-1-61528-298-2 978-1-61528-298-2	139 139	Chapter Review Writing About Art
<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 artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(v) use visual comparisons to illustrate concepts from experiences for original artworks</p>	<b>Instruction</b>	978-1-61528-298-2	46	Studio Experience
			<b>Activity</b>	978-1-61528-298-2	47	Studio Experience

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 artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(vi) use visual comparisons to illustrate ideas from experiences for original artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>25</p>	<p>Chapter Review</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>49</p>	<p>Chapter Review</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 artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(vii) use visual comparisons to illustrate concepts and ideas from narration for original artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>40</p>	<p>Steps in Aesthetic Scanning</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>46</p>	<p>Studio Experience</p>
			<p><b>Assessment</b></p>	<p>978-1-61528-298-2</p>	<p>47</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 artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(viii) use visual comparisons to illustrate ideas from narration for original artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>18-19</p>	<p>Art History</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	978-1-61528-298-2	22-23	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 artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(ix) use visual comparisons to illustrate concepts from imagination for original artworks</p>	Instruction	978-1-61528-298-2	40	Steps in Aesthetic Scanning
			Activity	978-1-61528-298-2	90	Try It
			Assessment	978-1-61528-298-2	98	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 artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(x) use visual comparisons to illustrate ideas from imagination for original artworks</p>	Instruction	978-1-61528-298-2	93	Figure 3-65
			(Drop-down menu)	978-1-61528-298-2	No Match	No Match

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 artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(i) identify the elements of art, including line, as the fundamentals of art in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>40</p>	<p>Steps in Aesthetic Scanning</p>
			<p><b>Review</b></p>	<p>978-1-61528-298-2</p>	<p>147</p>	<p>Figure 5-12</p>
			<p><b>Assessment</b></p>	<p>978-1-61528-298-2</p>	<p>195</p>	<p>Figure 6-25</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 artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(ii) apply the elements of art, including line, as the fundamentals of art in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>159</p>	<p>Elements of Design</p>
			<p><b>Assessment</b></p>	<p>978-1-61528-298-2</p>	<p>184</p>	<p>Figure 5-30</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 artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(iii) identify the elements of art, including shape, as the fundamentals of art in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>37</p>	<p>Elements of Design</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	978-1-61528-298-2	57	Try It
			Activity	978-1-61528-298-2	88	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 artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(iv) apply the elements of art, including shape, as the fundamentals of art in personal artworks</p>	Instruction	978-1-61528-298-2	100	Figure 3-35
			(Drop-down menu)	978-1-61528-298-2	No Match	No Match
<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 artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(v) identify the elements of art, including color, as the fundamentals of art in personal artworks</p>	Instruction	978-1-61528-298-2	67	Steps in Aesthetic Scanning
			(Drop-down menu)	978-1-61528-298-2	No Match	No Match

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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 artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(vi) apply the elements of art, including color, as the fundamentals of art in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>12</p>	<p>Decorating</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>40</p>	<p>Steps in Aesthetic Scanning</p>
			<p><b>Assessment</b></p>	<p>978-1-61528-298-2</p>	<p>49</p>	<p>Chapter Review</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 artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(vii) identify the elements of art, including texture, as the fundamentals of art in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>30</p>	<p>Elements of Design</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>40-41</p>	<p>Steps in Aesthetic Scanning</p>
			<p><b>Assessment</b></p>	<p>978-1-61528-298-2</p>	<p>46-47</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 artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(viii) apply the elements of art, including texture, as the fundamentals of art in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>137</p>	<p>Check It</p>



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	978-1-61528-298-2	196	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 artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(ix) identify the elements of art, including form, as the fundamentals of art in personal artworks</p>	Instruction	978-1-61528-298-2	11	Elements of Design
			Review	978-1-61528-298-2	25	Chapter Review
			Assessment	978-1-61528-298-2	25	Chapter Review
<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 artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(x) apply the elements of art, including form, as the fundamentals of art in personal artworks</p>	Instruction	978-1-61528-298-2	18	Art History
			Activity	978-1-61528-298-2	46-47	Studio Experience
			Activity	978-1-61528-298-2	49	Steps in Aesthetic Scanning

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 artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(xi) identify the elements of art, including space, as the fundamentals of art in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>40</p>	<p>Steps in Aesthetic Scanning</p>
			<p><b>Assessment</b></p>	<p>978-1-61528-298-2</p>	<p>98</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 artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(xii) apply the elements of art, including space, as the fundamentals of art in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>129</p>	<p>Handles</p>
			<p><b>Assessment</b></p>	<p>978-1-61528-298-2</p>	<p>136-137</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 artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(xiii) identify the elements of art, including value, as the fundamentals of art in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>40</p>	<p>Steps in Aesthetic Scanning</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	978-1-61528-298-2	147	Digital 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 artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(xiv) apply the elements of art, including value, as the fundamentals of art in personal artworks</p>	Instruction	978-1-61528-298-2	40	Steps in Aesthetic Scanning
			Activity	978-1-61528-298-2	147	Digital 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 artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(i) identify the principles of design, including emphasis, in personal artworks</p>	Instruction	978-1-61528-298-2	34	Principles of Design
			Activity	978-1-61528-298-2	121	Figure 4-25
			Assessment	978-1-61528-298-2	136-137	Studio Experience

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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 artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(ii) apply the principles of design, including emphasis, in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>225</p>	<p>Figure 7-13</p>
			<p><b>Assessment</b></p>	<p>978-1-61528-298-2</p>	<p>136-137</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 artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(iii) identify the principles of design, including repetition/pattern, in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>41</p>	<p>Steps in Aesthetic Scanning</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>83</p>	<p>Figure 3-49</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 artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(iv) apply the principles of design, including repetition/pattern, in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>49</p>	<p>Studio Experience</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Activity Assessment</b>	978-1-61528-298-2 978-1-61528-298-2	143 181	Note It Chapter Review
<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 artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(v) identify the principles of design, including movement/rhythm, in personal artworks</p>	<b>Instruction</b>	978-1-61528-298-2	40	Steps in Aesthetic Scanning
			<b>Activity Assessment</b>	978-1-61528-298-2 978-1-61528-298-2	121 181	Figure 4-24 Chapter Review
<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 artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(vi) apply the principles of design, including movement/rhythm, in personal artworks</p>	<b>Instruction</b>	978-1-61528-298-2	40	Steps in Aesthetic Scanning
			<b>Activity Assessment</b>	978-1-61528-298-2 978-1-61528-298-2	121 181	Figure 4-24 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 artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(vii) identify the principles of design, including contrast/variety, in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>13</p>	<p>Principles of Design</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>148</p>	<p>Colored Clay</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 artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(viii) apply the principles of design, including contrast/variety, in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>89</p>	<p>Practice: Relief Panels</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>118</p>	<p>Throwing a Bowl</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 artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(ix) identify the principles of design, including balance, in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>41</p>	<p>Steps in Aesthetic Scanning</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	978-1-61528-298-2	111	Principles of Design
<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 artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(x) apply the principles of design, including balance, in personal artworks</p>	Instruction	978-1-61528-298-2	46	Studio Experience
			Activity	978-1-61528-298-2	49	Chapter Review
			Assessment	978-1-61528-298-2	179	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 artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(xi) identify the principles of design, including proportion, in personal artworks</p>	Instruction	978-1-61528-298-2	41	Steps in Aesthetic Scanning
			Activity	978-1-61528-298-2	241	Figure 7-38

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 artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(xii) apply the principles of design, including proportion, in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>41</p>	<p>Steps in Aesthetic Scanning</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>241</p>	<p>Figure 7-38</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 artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(xiii) identify the principles of design, including unity, in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>41</p>	<p>Steps in Aesthetic Scanning</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>62</p>	<p>Figure 3-16</p>
			<p><b>Review</b></p>	<p>978-1-61528-298-2</p>	<p>90</p>	<p>Principles of Design</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 artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(xiv) apply the principles of design, including unity, in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>196</p>	<p>Try It</p>



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	978-1-61528-298-2	251	Writing About Art
<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 artworks. The student is expected to:</p>	<p>(D) explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately</p>	<p>(i) explore suitability of art media and processes to express specific ideas relating to visual themes of artworks, using art vocabulary accurately</p>	Instruction	978-1-61528-298-2	8	Try It
			Activity	978-1-61528-298-2	49	Chapter Review
			Review	978-1-61528-298-2	181	Chapter Review
<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 artworks. The student is expected to:</p>	<p>(D) explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately</p>	<p>(ii) explore suitability of art processes to express specific ideas relating to visual themes of artworks, using art vocabulary accurately</p>	Instruction	978-1-61528-298-2	11	Drying Clay
			Activity	978-1-61528-298-2	14	Glazing
			Activity	978-1-61528-298-2	23	Sketchbook Connection

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent</p>	<p>(i) create original artworks using multiple solutions from direct observation in order to expand personal themes that demonstrate artistic intent</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>22-23</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>248-249</p>	<p>Studio Experience</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent</p>	<p>(ii) create original artworks using multiple solutions from original sources in order to expand personal themes that demonstrate artistic intent</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>58</p>	<p>Make a Rattle</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>78</p>	<p>Try It</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent</p>	<p>(iii) create original artworks using multiple solutions from experiences in order to expand personal themes that demonstrate artistic intent</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>58</p>	<p>Make a Rattle</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>78</p>	<p>Try It</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 artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent</p>	<p>(iv) create original artworks using multiple solutions from imagination in order to expand personal themes that demonstrate artistic intent</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>46-47</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>73-74</p>	<p>How to Use a Sling Mold</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions</p>	<p>(i) apply design skills in creating practical applications in order to make successful design decisions</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>128</p>	<p>Make a Spout</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>178-179</p>	<p>Studio Experience</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions</p>	<p>(ii) apply design skills in clarifying presentations in order to make successful design decisions</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>213</p>	<p>Check It</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>215</p>	<p>Chapter Review</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 artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions</p>	<p>(iii) apply design skills in examining consumer choices in order to make successful design decisions</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>248</p>	<p>Studio Experience</p>
			<p>(Drop-down menu)</p>	<p>978-1-61528-298-2</p>	<p>No Match</p>	<p>No Match</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(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</p>	<p>(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</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>251</p>	<p>For Your Portfolio</p>
			<p>(Drop-down menu)</p>	<p>978-1-61528-298-2</p>	<p>No Match</p>	<p>No Match</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(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</p>	<p>(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</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>No Match</p>	<p>No Match</p>
			<p>(Drop-down menu)</p>	<p>978-1-61528-298-2</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>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(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><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>98-99</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>178-179</p>	<p>Studio Experience</p>
			<p><b>Assessment</b></p>	<p>978-1-61528-298-2</p>	<p>248-249</p>	<p>Studio Experience</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(E) collaborate to create original works of art</p>	<p>(i) collaborate to create original works of art</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>No Match</p>	<p>No Match</p>
			<p><b>(Drop-down menu)</b></p>	<p>978-1-61528-298-2</p>	<p>No Match</p>	<p>No Match</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media</p>	<p>(i) select from a variety of art media to communicate specific ideas in drawing</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>22-23</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>89</p>	<p>Practice: Relief Panels</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 artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media</p>	<p>(ii) select from a variety of art media to communicate specific ideas in painting</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>178-179</p>	<p>Studio Experience</p>
			<p><b>(Drop-down menu)</b></p>	<p>978-1-61528-298-2</p>	<p>No Match</p>	<p>No Match</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media</p>	<p>(iii) select from a variety of art media to communicate specific ideas in printmaking</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>161</p>	<p>Monoprints</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>162</p>	<p>Computer-Generated Decal Transfers</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media</p>	<p>(iv) select from a variety of art media to communicate specific ideas in sculpture</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>29</p>	<p>Note It</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>58</p>	<p>Try It</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>91</p>	<p>Discuss It</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 artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(v) select from a variety of art media to communicate specific ideas in ceramics	Instruction	978-1-61528-298-2	136	Studio Experience
			Activity	978-1-61528-298-2	178	Studio Experience
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(vi) select from a variety of art media to communicate specific ideas in fiber art	Instruction	978-1-61528-298-2	224	Textiles
			Activity	978-1-61528-298-2	231-232	How To...
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(vii) select from a variety of art media to communicate specific ideas in jewelry	Instruction	978-1-61528-298-2	198	Finding Inspiration
			(Drop-down menu)	978-1-61528-298-2	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 artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media</p>	<p>(viii) select from a variety of art media to communicate specific ideas in mixed media</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>218</p>	<p>Figure 7-3</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>228-229</p>	<p>Combining Media with Fired Clay</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>248-249</p>	<p>Studio Experience</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media</p>	<p>(ix) select from a variety of art media to communicate specific ideas in photography</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>No Match</p>	<p>No Match</p>
			<p><b>(Drop-down menu)</b></p>	<p>978-1-61528-298-2</p>	<p>No Match</p>	<p>No Match</p>
			<p></p>	<p></p>	<p></p>	<p></p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media</p>	<p>(x) select from a variety of art media to communicate specific ideas in digital art and media</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>162</p>	<p>Computer-Generated Decal Transfers</p>
			<p><b>(Drop-down menu)</b></p>	<p>978-1-61528-298-2</p>	<p>No Match</p>	<p>No Match</p>
			<p></p>	<p></p>	<p></p>	<p></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 artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media</p>	<p>(xi) select from a variety of art tools to communicate specific ideas in drawing</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>22-23</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>89</p>	<p>Practice: Relief Panels</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media</p>	<p>(xii) select from a variety of art tools to communicate specific ideas in painting</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>178-179</p>	<p>Studio Experience</p>
			<p><b>(Drop-down menu)</b></p>	<p>978-1-61528-298-2</p>	<p>No Match</p>	<p>No Match</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media</p>	<p>(xiii) select from a variety of art tools to communicate specific ideas in printmaking</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>161</p>	<p>Monoprints</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>162</p>	<p>Computer-Generated Decal Transfers</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 artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media</p>	<p>(xiv) select from a variety of art tools to communicate specific ideas in sculpture</p>	<p><b>Instruction</b></p>	978-1-61528-298-2	136-137	Studio Experience
			<p><b>Activity</b></p>	978-1-61528-298-2	144	Figure 5-7
			<p><b>Activity</b></p>	978-1-61528-298-2	248-249	Studio Experience
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media</p>	<p>(xv) select from a variety of art tools to communicate specific ideas in ceramics</p>	<p><b>Instruction</b></p>	978-1-61528-298-2	98-99	Studio Experience
			<p><b>Activity</b></p>	978-1-61528-298-2	136-137	Studio Experience
			<p><b>Activity</b></p>	978-1-61528-298-2	136-137	Studio Experience
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media</p>	<p>(xvi) select from a variety of art tools to communicate specific ideas in fiber art</p>	<p><b>Instruction</b></p>	978-1-61528-298-2	224	Textiles
			<p><b>Activity</b></p>	978-1-61528-298-2	231-232	How To...
			<p><b>Activity</b></p>	978-1-61528-298-2	231-232	How To...

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media</p>	<p>(xvii) select from a variety of art tools to communicate specific ideas in jewelry</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>198</p>	<p>Finding Inspiration</p>
			<p>(Drop-down menu)</p>	<p>978-1-61528-298-2</p>	<p>No Match</p>	<p>No Match</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media</p>	<p>(xviii) select from a variety of art tools to communicate specific ideas in mixed-media</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>220-221</p>	<p>Art History</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>231-232</p>	<p>How To...</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media</p>	<p>(xix) select from a variety of art tools to communicate specific ideas in photography</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>No Match</p>	<p>No Match</p>
			<p>(Drop-down menu)</p>	<p>978-1-61528-298-2</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>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media</p>	<p>(xx) select from a variety of art tools to communicate specific ideas in digital art and media</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>162</p>	<p>Computer-Generated Decal Transfer</p>
			<p><b>(Drop-down menu)</b></p>	<p>978-1-61528-298-2</p>	<p>No Match</p>	<p>No Match</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) examine selected historical periods or styles of art to identify general themes and trends</p>	<p>(i) examine selected historical periods or styles of art to identify general themes</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>5</p>	<p>Origins of Ceramics</p>
			<p><b>Assessment</b></p>	<p>978-1-61528-298-2</p>	<p>101</p>	<p>Chapter Review</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) examine selected historical periods or styles of art to identify general themes and trends</p>	<p>(ii) examine selected historical periods or styles of art to identify general trends</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>25</p>	<p>Writing About Art</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>32</p>	<p>Art History</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>59</p>	<p>Art History</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:</p>	<p>(B) analyze specific characteristics in artwork from a variety of cultures</p>	<p>(i) analyze specific characteristics in artwork from a variety of cultures</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>59</p>	<p>Art History</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>94</p>	<p>Art History</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>(C) collaborate on community-based art projects</p>	<p>(i) collaborate on community-based art projects</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>No Match</p>	<p>No Match</p>
			<p><b>(Drop-down menu)</b></p>	<p>978-1-61528-298-2</p>	<p>No Match</p>	<p>No Match</p>
<p>(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:</p>	<p>(D) examine and research career, entrepreneurial, and avocational opportunities in art</p>	<p>(i) examine career opportunities in art</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>24</p>	<p>Web Links</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>181</p>	<p>Writing About Art</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:</p>	<p>(D) examine and research career, entrepreneurial, and avocational opportunities in art</p>	<p>(ii) research career opportunities in art</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>24</p>	<p>Web Links</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>181</p>	<p>Writing About Art</p>
<p>(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:</p>	<p>(D) examine and research career, entrepreneurial, and avocational opportunities in art</p>	<p>(iii) examine entrepreneurial opportunities in art</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>24</p>	<p>Web Links</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>181</p>	<p>Writing About Art</p>
<p>(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:</p>	<p>(D) examine and research career, entrepreneurial, and avocational opportunities in art</p>	<p>(iv) research entrepreneurial opportunities in art</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>24</p>	<p>Web Links</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>181</p>	<p>Writing About Art</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:</p>	<p>(D) examine and research career, entrepreneurial, and avocational opportunities in art</p>	<p>(v) examine avocational opportunities in art</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>24</p>	<p>Web Links</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>181</p>	<p>Writing About Art</p>
<p>(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:</p>	<p>(D) examine and research career, entrepreneurial, and avocational opportunities in art</p>	<p>(vi) research avocational opportunities in art</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>24</p>	<p>Web Links</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>181</p>	<p>Writing About Art</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>(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</p>	<p>(i) interpret artistic decisions in artwork by self</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>139</p>	<p>Writing About Art</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>215</p>	<p>Writing About Art</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:	(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	978-1-61528-298-2	47	Check It
			Activity	978-1-61528-298-2	99	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:	(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	978-1-61528-298-2	99	Check It
			Activity	978-1-61528-298-2	139	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:	(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 peer	Instruction	978-1-61528-298-2	139	Chapter Review
			(Drop-down menu)	978-1-61528-298-2	No Match	No Match



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 peer	Instruction	978-1-61528-298-2	139	Chapter Review
			(Drop-down menu)	978-1-61528-298-2	No Match	No Match
(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 peer	Instruction	978-1-61528-298-2	139	Chapter Review
			(Drop-down menu)	978-1-61528-298-2	No Match	No Match
(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	978-1-61528-298-2	25	Chapter Review
			Review	978-1-61528-298-2	251	Chapter Review

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	(viii) evaluate artistic decisions in artwork by other artists	<b>Instruction</b>	978-1-61528-298-2	101	Writing About Art
			<b>Activity Review</b>	978-1-61528-298-2	215	Chapter Review
			<b>Activity Review</b>	978-1-61528-298-2	251	Chapter Review
(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	<b>Instruction</b>	978-1-61528-298-2	49	Chapter Review
			<b>Activity Review</b>	978-1-61528-298-2	215	Chapter Review
			<b>Activity Review</b>	978-1-61528-298-2	251	Chapter Review
(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 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 method of critique	<b>Instruction</b>	978-1-61528-298-2	43	Try It
			<b>Activity</b>	978-1-61528-298-2	139	Writing About Art

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>(B) evaluate and analyze artwork using a 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</p>	<p>(ii) analyze artwork using a method of critique</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>40-43</p>	<p>Steps in Aesthetic Scanning</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>49</p>	<p>Analyze</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>(C) use responses to artwork critiques to make decisions about future directions in personal work</p>	<p>(i) use responses to artwork critiques to make decisions about future directions in personal work</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>139</p>	<p>Writing About Art</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>215</p>	<p>Writing About Art</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) construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning</p>	<p>(i) construct a physical or electronic portfolio by evaluating personal original artworks to provide evidence of learning</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>25</p>	<p>For Your Portfolio</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>125</p>	<p>For Your Portfolio</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) construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning	(ii) construct a physical or electronic portfolio by analyzing personal original artworks to provide evidence of learning	<b>Instruction</b>	978-1-61528-298-2	101	For Your Portfolio
			<b>Activity</b>	978-1-61528-298-2	215	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:	(E) 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	<b>Instruction</b>	978-1-61528-298-2	49	For Your Portfolio
			<b>Activity</b>	978-1-61528-298-2	181	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:	(E) 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	<b>Instruction</b>	978-1-61528-298-2	25	For Your Portfolio
			<b>Activity</b>	978-1-61528-298-2	101	Writing About Art

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:	(E) 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	<b>Instruction</b>	978-1-61528-298-2	46-47	Writing About Art
			<b>Activity</b>	978-1-61528-298-2	215	Studio Experience
(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:	(E) 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	<b>Instruction</b>	978-1-61528-298-2	49	For Your Portfolio
			<b>Activity</b>	978-1-61528-298-2	251	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:	(E) 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	<b>Instruction</b>	978-1-61528-298-2	49	For Your Portfolio
			<b>Activity</b>	978-1-61528-298-2	251	For Your Portfolio

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>(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(vi) select portfolios to form precise conclusions about formal qualities</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>49</p>	<p>For Your Portfolio</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>251</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>(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings</p>	<p>(vii) select portfolios to form precise conclusions about historical contexts</p>	<p><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>47</p>	<p>Check It</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>101</p>	<p>Writing About Art</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>(E) 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><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>181</p>	<p>For Your Portfolio</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>215</p>	<p>For Your Portfolio</p>

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<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>(E) 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><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>49</p>	<p>For Your Portfolio</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>181</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>(E) 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><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>47</p>	<p>Check It</p>
			<p><b>Activity</b></p>	<p>978-1-61528-298-2</p>	<p>101</p>	<p>Writing About Art</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>(E) 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><b>Instruction</b></p>	<p>978-1-61528-298-2</p>	<p>No Match</p>	<p>No Match</p>
			<p><b>(Drop-down menu)</b></p>	<p>978-1-61528-298-2</p>	<p>No Match</p>	<p>No Match</p>

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			(Drop-down menu)	978-1-61528-298-2	No Match	No Match
(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:	(E) 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	978-1-61528-298-2	No Match	No Match
			(Drop-down menu)	978-1-61528-298-2	No Match	No Match
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			(Drop-down menu)	978-1-61528-298-2	No Match	No Match
(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:	(E) 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	978-1-61528-298-2	47	Check It
			Activity	978-1-61528-298-2	101	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:	(E) 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	978-1-61528-298-2	47	Check It
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			<b>Activity</b>	978-1-61528-298-2	101	Writing About Art
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			<b>Activity</b>	978-1-61528-298-2	101	Writing About Art
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			<b>Activity</b>	978-1-61528-298-2	101	Writing About Art

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			(Drop-down menu)	978-1-61528-298-2	No Match	No Match

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