

**Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher 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</b>
<b>Program Title</b>	<b>Experience Painting</b>
<b>Program ISBN</b>	<b>978-1-61528-302-6</b>

(a) **General requirements.** Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art 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.

(b) **Introduction.**

(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

(2) Four basic strands—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.

(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

**(c) Knowledge and Skills.**

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks	(i) use visual comparisons to illustrate concepts from direct observation for original artworks	<b>Instruction</b>	978-1-61528-302-6	T32	Teaching Tip
			<b>Activity</b>	978-1-61528-302-6	T34	Setup
			<b>Activity</b>	978-1-61528-302-6	T37	Career Opportunities
(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:	(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks	(ii) use visual comparisons to illustrate ideas from direct observation for original artworks	<b>Instruction</b>	978-1-61528-302-6	T11	How to...
			<b>Activity</b>	978-1-61528-302-6	T92	Teaching Tip
			<b>Activity</b>	978-1-61528-302-6	T275	Teaching Tip
(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:	(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks	(iii) use visual comparisons to illustrate concepts from original sources for original artworks	<b>Instruction</b>	978-1-61528-302-6	T202- T203	How to...
			<b>Activity</b>	978-1-61528-302-6	T176	Design Extension
			<b>Activity</b>	978-1-61528-302-6	T315	Teaching Tip

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>(iv) use visual comparisons to illustrate ideas from original sources for original artworks</p>	Instruction	978-1-61528-302-6	T176	Design Extension
			Activity	978-1-61528-302-6	T315	Teaching Tip
<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>	Instruction	978-1-61528-302-6	T11	How to...
			Activity	978-1-61528-302-6	T146-T147	Studio Experience
			Activity	978-1-61528-302-6	T286-T287	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>(vi) use visual comparisons to illustrate ideas from experiences for original artworks</p>	Instruction	978-1-61528-302-6	T11	How to...
			Activity	978-1-61528-302-6	T175	Try It
			Activity	978-1-61528-302-6	T286-T287	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>(vii) use visual comparisons to illustrate concepts from narration for original artworks</p>	Instruction	978-1-61528-302-6	T11	How to...
			Activity	978-1-61528-302-6	T117	Tips for Using the Opening Image
			Review	978-1-61528-302-6	T226	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>(viii) use visual comparisons to illustrate ideas from narration for original artworks</p>	Instruction	978-1-61528-302-6	T117	Tips for Using the Opening Image
			Review	978-1-61528-302-6	T226	Writing about Art

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>(ix) use visual comparisons to illustrate concepts from imagination for original artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-302-6</p>	<p>T220-T221</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-302-6</p>	<p>T34-T35</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>(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>	<p><b>Instruction</b></p>	<p>978-1-61528-302-6</p>	<p>T11</p>	<p>How to...</p>
			<p><b>Activity</b></p>	<p>978-1-61528-302-6</p>	<p>T34-T35</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>(i) identify the elements of art, including line, as the fundamentals of art in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-302-6</p>	<p>T11</p>	<p>How to...</p>
			<p><b>Activity</b></p>	<p>978-1-61528-302-6</p>	<p>T134</p>	<p>Try It</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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>978-1-61528-302-6</p>	<p>T98</p>	<p>Construction: Line and Value</p>
			<p><b>Activity</b></p>	<p>978-1-61528-302-6</p>	<p>T158</p>	<p>Design Extension</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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>978-1-61528-302-6</p>	<p>T11</p>	<p>How to...</p>
			<p><b>Activity</b></p>	<p>978-1-61528-302-6</p>	<p>T151</p>	<p>For Your Portfolio</p>

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<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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>	<p>Instruction</p>	<p>978-1-61528-302-6</p>	<p>T100</p>	<p>Interdisciplinary Connection</p>
			<p>Activity</p>	<p>978-1-61528-302-6</p>	<p>T286-T287</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>(v) identify the elements of art, including color, as the fundamentals of art in personal artworks</p>	<p>Instruction</p>	<p>978-1-61528-302-6</p>	<p>T50</p>	<p>Art Foundations</p>
			<p>Activity</p>	<p>978-1-61528-302-6</p>	<p>T51-T53</p>	<p>How to...</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>(vi) apply the elements of art, including color, as the fundamentals of art in personal artworks</p>	<p>Instruction</p>	<p>978-1-61528-302-6</p>	<p>T50</p>	<p>Try It</p>
			<p>Activity</p>	<p>978-1-61528-302-6</p>	<p>T301</p>	<p>Teaching Tip</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>Instruction</p>	<p>978-1-61528-302-6</p>	<p>T108</p>	<p>Teaching Tip</p>
			<p>Activity</p>	<p>978-1-61528-302-6</p>	<p>T155</p>	<p>Interdisciplinary Connection</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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>Instruction</p>	<p>978-1-61528-302-6</p>	<p>T243</p>	<p>Composition: Textures</p>
			<p>Activity</p>	<p>978-1-61528-302-6</p>	<p>T253-T254</p>	<p>Studio Experience</p>

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(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(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	(ix) identify the elements of art, including form, as the fundamentals of art in personal artworks	Instruction	978-1-61528-302-6	T173	Composition: Form
			Activity	978-1-61528-302-6	T185	Check It
(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:	(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	(x) apply the elements of art, including form, as the fundamentals of art in personal artworks	Instruction	978-1-61528-302-6	T173	Design Extension
			Activity	978-1-61528-302-6	T301	Teaching Tip
(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:	(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	(xi) identify the elements of art, including space, as the fundamentals of art in personal artworks	Instruction	978-1-61528-302-6	T209	Composition: Space
			Activity	978-1-61528-302-6	T221	Create It #2
(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:	(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	(xii) apply the elements of art, including space, as the fundamentals of art in personal artworks	Instruction	978-1-61528-302-6	T136	Construction: Layering
			Activity	978-1-61528-302-6	T130	Design Extension
(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:	(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	(xiii) identify the elements of art, including value, as the fundamentals of art in personal artworks	Instruction	978-1-61528-302-6	T109	Presentation/Art Criticism
			Activity	978-1-61528-302-6	T147	Check It
			Activity	978-1-61528-302-6	T221	Check It

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(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(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	(xiv) apply the elements of art, including value, as the fundamentals of art in personal artworks	Instruction	978-1-61528-302-6	T52	Teaching Tip
			Activity	978-1-61528-302-6	T83	Design Extension
(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:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(i) identify the principles of design, including emphasis, in personal artworks	Instruction	978-1-61528-302-6	T314	Composition: Emphasis
			Activity	978-1-61528-302-6	T146	Collecting
			Activity	978-1-61528-302-6	T185	Check It
(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:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(ii) apply the principles of design, including emphasis, in personal artworks	Instruction	978-1-61528-302-6	T60	Composition: Color Fields
			Activity	978-1-61528-302-6	T286-T287	Studio Experience
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(iii) identify the principles of design, including repetition/pattern, in personal artworks	Instruction	978-1-61528-302-6	T108	Creating Art
			Activity	978-1-61528-302-6	T146	Artistic Process
			Assessment	978-1-61528-302-6	T147	Suggestions for Student Self-Critique
(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:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(iv) apply the principles of design, including repetition/pattern, in personal artworks	Instruction	978-1-61528-302-6	T237	Sgraffito
			Activity	978-1-61528-302-6	T108	Creating Art

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(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(v) identify the principles of design, including movement/rhythm, in personal artworks	Instruction	978-1-61528-302-6	T97	Composition: Organizing with Line
			Activity	978-1-61528-302-6	T117	Tips for Using Opening Image
(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:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(vi) apply the principles of design, including movement/rhythm, in personal artworks	Instruction	978-1-61528-302-6	T97	Composition: Organizing with Line
			Activity	978-1-61528-302-6	T117	Tips for Using the Opening Image
(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:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(vii) identify the principles of design, including contrast/variety, in personal artworks	Instruction	978-1-61528-302-6	T98	Aesthetics
			Activity	978-1-61528-302-6	T185	Check It
(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:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(viii) apply the principles of design, including contrast/variety, in personal artworks	Instruction	978-1-61528-302-6	T98	Construction: Line and Value
			Activity	978-1-61528-302-6	T220-T221	Studio Experience
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(ix) identify the principles of design, including balance, in personal artworks	Instruction	978-1-61528-302-6	T60	Composition: Color Fields
			Activity	978-1-61528-302-6	T60	Design Extension

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>(x) apply the principles of design, including balance, in personal artworks</p>	<p>Instruction</p>	<p>978-1-61528-302-6</p>	<p>T185</p>	<p>Teaching Tips</p>
			<p>Activity</p>		<p>978-1-61528-302-6</p>	<p>T60</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>(xi) identify the principles of design, including proportion, in personal artworks</p>	<p>Instruction</p>	<p>978-1-61528-302-6</p>	<p>T135</p>	<p>Composition: Scale</p>
			<p>Activity</p>		<p>978-1-61528-302-6</p>	<p>T147</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>(xii) apply the principles of design, including proportion, in personal artworks</p>	<p>Instruction</p>	<p>978-1-61528-302-6</p>	<p>T201</p>	<p>Indirect Approaches</p>
			<p>Activity</p>		<p>978-1-61528-302-6</p>	<p>T130</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>Instruction</p>	<p>978-1-61528-302-6</p>	<p>T135</p>	<p>Composition: Scale</p>
			<p>Activity</p>		<p>978-1-61528-302-6</p>	<p>T135</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>Instruction</p>	<p>978-1-61528-302-6</p>	<p>T221</p>	<p>Critique</p>
			<p>Activity</p>		<p>978-1-61528-302-6</p>	<p>T60</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location	
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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 to express specific ideas relating to visual themes of artworks, using art vocabulary accurately</p>	<p>Instruction</p>	<p>978-1-61528-302-6</p>	<p>T10</p>	<p>How to...</p>	
			<p>Review</p>		<p>978-1-61528-302-6</p>	<p>T40</p>	<p>For Your Portfolio</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>(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>	<p>Instruction</p>	<p>978-1-61528-302-6</p>	<p>T13</p>	<p>Personal Painting Practices</p>	
			<p>Activity</p>		<p>978-1-61528-302-6</p>	<p>T40</p>	<p>For Your Portfolio</p>
			<p>Activity</p>		<p>978-1-61528-302-6</p>	<p>T315</p>	<p>Critique</p>
			<p>Activity</p>		<p>978-1-61528-302-6</p>	<p>T324</p>	<p>Teaching Tips</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>(i) create original artworks using multiple solutions from direct observation in order to expand personal themes that demonstrate artistic intent</p>	<p>Instruction</p>	<p>978-1-61528-302-6</p>	<p>T34</p>	<p>Setup</p>	
			<p>Activity</p>		<p>978-1-61528-302-6</p>	<p>T173</p>	<p>Design Extension</p>
			<p>Activity</p>		<p>978-1-61528-302-6</p>	<p>T270</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>(ii) create original artworks using multiple solutions from original sources in order to expand personal themes that demonstrate artistic intent</p>	<p>Instruction</p>	<p>978-1-61528-302-6</p>	<p>T315</p>	<p>Teaching Tip</p>	
			<p>Activity</p>		<p>978-1-61528-302-6</p>	<p>T176</p>	<p>Design Extension</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>Instruction</p>	<p>978-1-61528-302-6</p>	<p>T134</p>	<p>Try It</p>	
			<p>Activity</p>		<p>978-1-61528-302-6</p>	<p>T175</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>(iv) create original artworks using multiple solutions from imagination in order to expand personal themes that demonstrate artistic intent</p>	<p>Instruction</p>	<p>978-1-61528-302-6</p>	<p>T253- T254</p>	<p>Studio Experience</p>	
			<p>Activity</p>		<p>978-1-61528-302-6</p>	<p>T299</p>	<p>Try 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:	(B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions	(i) apply design skills in creating practical applications in order to make successful design decisions	Instruction	978-1-61528-302-6	T275	Improvisation: Civic Spaces
			Activity	978-1-61528-302-6	T286-T287	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:	(B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions	(ii) apply design skills in clarifying presentations in order to make successful design decisions	Instruction	978-1-61528-302-6	T109	Presentation/Art Criticism
			Activity	978-1-61528-302-6	T316	Try It
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions	(iii) apply design skills in examining consumer choices in order to make successful design decisions	Activity	978-1-61528-302-6	T277	Try It
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	(i) use an understanding of copyright to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	Instruction	978-1-61528-302-6	T167	Inquiry
			Activity	978-1-61528-302-6	T181	Responding to Art
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	(ii) use an understanding of public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	Instruction	978-1-61528-302-6	T181	Responding to Art
			Activity	978-1-61528-302-6	T181	Discuss It
(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:	(D) create original artwork to communicate thoughts, feelings, ideas, or impressions	(i) create original artwork to communicate thoughts, feelings, ideas, or impressions	Instruction	978-1-61528-302-6	T11	How to...
			Activity	978-1-61528-302-6	T146-T147	Studio Experience
			Activity	978-1-61528-302-6	T114	For Your Portfolio

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:	(E) collaborate to create original works of art	(i) collaborate to create original works of art	Instruction	978-1-61528-302-6	T66	Collaborate
			Activity	978-1-61528-302-6	T99	Collaborate
(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	(i) select from a variety of art media to communicate specific ideas in drawing	Instruction	978-1-61528-302-6	T92	Teaching Tip
			Activity	978-1-61528-302-6	T99	Collaborate
(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	(ii) select from a variety of art media to communicate specific ideas in painting	Instruction	978-1-61528-302-6	T155	Interdisciplinary Connection
			Activity	978-1-61528-302-6	T122	Design Extension
(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	(iii) select from a variety of art media to communicate specific ideas in printmaking	Instruction	978-1-61528-302-6	No Match	No Match
			Activity	978-1-61528-302-6		
(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	(iv) select from a variety of art media to communicate specific ideas in sculpture	Instruction	978-1-61528-302-6	T244	Construction: Modeling
			Activity	978-1-61528-302-6	T311	Design Extension
(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	978-1-61528-302-6	T301	Ceramic Supports
			Activity	978-1-61528-302-6	T301	Teaching Tip

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	(vi) select from a variety of art media to communicate specific ideas in fiber art	Instruction	978-1-61528-302-6	T308	Fabric
			Activity	978-1-61528-302-6	T271 T331	Teaching Tip For Your Portfolio
(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	978-1-61528-302-6	No Match	No Match
			(Drop-down menu)			
(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	(viii) select from a variety of art media to communicate specific ideas in mixed media	Instruction	978-1-61528-302-6	T308	Mixed Media Materials and Techniques
			Activity	978-1-61528-302-6	T309	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	(ix) select from a variety of art media to communicate specific ideas in photography	Instruction	978-1-61528-302-6	T176	Technology and Acrylics
			Activity	978-1-61528-302-6	T176	Design Extension
(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	(x) select from a variety of art media to communicate specific ideas in digital art and media	Instruction	978-1-61528-302-6	T32	Technology and Painting
			Activity	978-1-61528-302-6	T40	For Your Portfolio
(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	(xi) select from a variety of art tools to communicate specific ideas in drawing	Instruction	978-1-61528-302-6	T92	How to...
			Activity	978-1-61528-302-6	T107-T108	Studio Experience

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Creative expression. The student communicates ideas through original 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	(xii) select from a variety of art tools to communicate specific ideas in painting	Instruction	978-1-61528-302-6	T8	Inquiry
			Activity Review	978-1-61528-302-6 978-1-61528-302-6	T34-T35 T150	Studio Experience Apply
(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	(xiii) select from a variety of art tools to communicate specific ideas in printmaking	Instruction	978-1-61528-302-6	No Match	No Match
(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	(xiv) select from a variety of art tools to communicate specific ideas in sculpture	Instruction	978-1-61528-302-6	No Match	No Match
(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	(xv) select from a variety of art tools to communicate specific ideas in ceramics	Instruction	978-1-61528-302-6	T301	Ceramic Supports
			(Drop-down menu)			
(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	(xvi) select from a variety of art tools to communicate specific ideas in fiber art	Instruction	978-1-61528-302-6	No Match	No Match
			(Drop-down menu)			
(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	(xvii) select from a variety of art tools to communicate specific ideas in jewelry	Instruction	978-1-61528-302-6	No Match	No Match
			(Drop-down menu)			

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	(xviii) select from a variety of art tools to communicate specific ideas in mixed-media	Instruction	978-1-61528-302-6	T308	Mixed Media Materials and Techniques
			Activity	978-1-61528-302-6	T309 T325-T326	How to... 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	(xix) select from a variety of art tools to communicate specific ideas in photography	Instruction	978-1-61528-302-6	T176	Design Extension
			Activity	978-1-61528-302-6	T224	Synthesize
(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	(xx) select from a variety of art tools to communicate specific ideas in digital art and media	Instruction	978-1-61528-302-6	No Match	No Match
			Activity	978-1-61528-302-6		
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(A) examine selected historical periods or styles of art to identify general themes and trends	(i) examine selected historical periods or styles of art to identify general themes	Instruction	978-1-61528-302-6	T121	Art History/Appreciation
			Activity	978-1-61528-302-6	T262	Tips for Using the Opening Image
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(A) examine selected historical periods or styles of art to identify general themes and trends	(ii) examine selected historical periods or styles of art to identify general trends	Instruction	978-1-61528-302-6	T17	Art History
			Activity	978-1-61528-302-6	T287	Art Criticism
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(B) analyze specific characteristics in artwork from a variety of cultures	(i) analyze specific characteristics in artwork from a variety of cultures	Instruction	978-1-61528-302-6	T103	Inquiry
			Activity	978-1-61528-302-6	T266	Art History

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(C) collaborate on community-based art projects	(i) collaborate on community-based art projects	Instruction	978-1-61528-302-6	T241	Try It
			Activity	978-1-61528-302-6	T241	Collaboration: Community
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(i) examine career opportunities in art	Instruction	978-1-61528-302-6	No Match	No Match
			Activity	978-1-61528-302-6		
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(ii) research career opportunities in art	Instruction	978-1-61528-302-6	T141	Inquiry
			Activity	978-1-61528-302-6	T143	Careers
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(iii) examine entrepreneurial opportunities in art	Instruction	978-1-61528-302-6	T289	Careers
			Activity	978-1-61528-302-6	T111	Try It
			Activity	978-1-61528-302-6	T291	Apply
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(iv) research entrepreneurial opportunities in art	Instruction	978-1-61528-302-6	T289	Careers
			Activity	978-1-61528-302-6	T111	Try It
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(v) examine avocational opportunities in art	Instruction	978-1-61528-302-6	No Match	No Match
			Activity	978-1-61528-302-6		
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(vi) research avocational opportunities in art	Instruction	978-1-61528-302-6	T37	Career Opportunities
			Activity	978-1-61528-302-6	T111	Try It

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(i) interpret artistic decisions in artwork by self	Instruction	978-1-61528-302-6	T50	Art Foundations
			Review	978-1-61528-302-6	T75	Analyze
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	978-1-61528-302-6	T39	Evaluate
			Activity	978-1-61528-302-6	T75	Evaluate
			Activity	978-1-61528-302-6	T151	For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(iii) justify artistic decisions in artwork by self	Instruction	978-1-61528-302-6	T190	For Your Portfolio
			Activity	978-1-61528-302-6	T250	Artistic Process
(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	978-1-61528-302-6	T109	Presentation/Art Criticism
			Activity	978-1-61528-302-6	T315	Critique
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	978-1-61528-302-6	T75	Evaluate
			Activity	978-1-61528-302-6	T109	Presentation/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	(vi) justify artistic decisions in artwork by peer	Instruction	978-1-61528-302-6	T269	Interdisciplinary Connection
			Activity	978-1-61528-302-6	T315	Try It
			Activity	978-1-61528-302-6	T316	Teaching Tip

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	978-1-61528-302-6	T96	Improvisation: Interpretation
			Activity	978-1-61528-302-6	T225	Interpretation
			Review	978-1-61528-302-6	T259	Interpretation
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(viii) evaluate artistic decisions in artwork by other artists	Instruction	978-1-61528-302-6	T71	Inquiry
			Activity	978-1-61528-302-6	T76	Evaluate
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(ix) justify artistic decisions in artwork by other artists	Instruction	978-1-61528-302-6	T265	Art History/Art Criticism
			Activity	978-1-61528-302-6	T172	Responding to 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:	(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	Instruction	978-1-61528-302-6	T109	Critique and Discussion
			Activity	978-1-61528-302-6	T147	Suggestions for Student Self-Critique
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(B) evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork	(ii) analyze artwork using a method of critique	Instruction	978-1-61528-302-6	T147	Suggestions for Student Self-Critique
			Activity	978-1-61528-302-6	T221	Critique
			Activity	978-1-61528-302-6	T315	Critique
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(C) use responses to artwork critiques to make decisions about future directions in personal work	(i) use responses to artwork critiques to make decisions about future directions in personal work	Instruction	978-1-61528-302-6	T287	Critique
			Activity	978-1-61528-302-6	T315	Critique
			Activity	978-1-61528-302-6	T316	Teaching Tip
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning	(i) construct a physical or electronic portfolio by evaluating personal original artworks to provide evidence of learning	Instruction	978-1-61528-302-6	No Match	No Match

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:</p>	<p>(D) construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning</p>	<p>(ii) construct a physical or electronic portfolio by analyzing personal original artworks to provide evidence of learning</p>	<p>Instruction</p>	<p>978-1-61528-302-6</p>	<p>No Match</p>	<p>No Match</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>(i) select original artwork to form precise conclusions about formal qualities</p>	<p>Instruction</p>	<p>978-1-61528-302-6</p>	<p>No Match</p>	<p>No Match</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>(ii) select original artwork to form precise conclusions about historical contexts</p>	<p>Instruction</p>	<p>978-1-61528-302-6</p>	<p>No Match</p>	<p>No Match</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>(iii) select original artwork to form precise conclusions about cultural contexts</p>	<p>Instruction</p>	<p>978-1-61528-302-6</p>	<p>No Match</p>	<p>No Match</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>(iv) select original artwork to form precise conclusions about intentions</p>	<p>Instruction</p>	<p>978-1-61528-302-6</p>	<p>No Match</p>	<p>No Match</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>(v) select original artwork to form precise conclusions about meanings</p>	<p>Instruction</p>	<p>978-1-61528-302-6</p>	<p>No Match</p>	<p>No Match</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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(vi) select portfolios to form precise conclusions about formal qualities	Instruction	978-1-61528-302-6	T71	Art Criticism
			Activity	978-1-61528-302-6	T40	For Your Portfolio
			Activity	978-1-61528-302-6	T56	Teaching Tip
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(vii) select portfolios to form precise conclusions about historical contexts	Instruction	978-1-61528-302-6	T75	Apply
			Review	978-1-61528-302-6	T331	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	(viii) select portfolios to form precise conclusions about cultural contexts	Instruction	978-1-61528-302-6	T147	Responding to Art
			Activity	978-1-61528-302-6	T248	Design Extension
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(ix) select portfolios to form precise conclusions about intentions	Instruction	978-1-61528-302-6	T292	Writing About Art
			Activity	978-1-61528-302-6	T16	Documenting 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	(x) select portfolios to form precise conclusions about meanings	Instruction	978-1-61528-302-6	T57	Gifted and Talented
			Activity	978-1-61528-302-6	T109	Presentation / 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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xi) select exhibitions to form precise conclusions about formal qualities	Instruction	978-1-61528-302-6	T190	Writing about Art
			Activity	978-1-61528-302-6	T299	Try It
			Activity	978-1-61528-302-6	T319	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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xii) select exhibitions to form precise conclusions about historical contexts	Instruction	978-1-61528-302-6	T299	Try It
			Activity	978-1-61528-302-6	T321	Art Criticism

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	978-1-61528-302-6	T299	Try It
			Activity	978-1-61528-302-6	T321	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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xiv) select exhibitions to form precise conclusions about intentions	Instruction	978-1-61528-302-6	T299	Try It
			Activity	978-1-61528-302-6	T321	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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xv) select exhibitions to form precise conclusions about meanings	Instruction	978-1-61528-302-6	T190	Writing about Art
			Activity	978-1-61528-302-6	T299	Try It
			Activity	978-1-61528-302-6	T321	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:	(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	978-1-61528-302-6	No Match	No Match
			Activity	978-1-61528-302-6	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	(xvii) analyze original artwork to form precise conclusions about historical contexts	Instruction	978-1-61528-302-6	No Match	No Match
			Activity	978-1-61528-302-6	No Match	No Match
			Activity	978-1-61528-302-6	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	(xviii) analyze original artwork to form precise conclusions about cultural contexts	Instruction	978-1-61528-302-6	No Match	No Match
			Activity	978-1-61528-302-6	No Match	No Match
			Activity	978-1-61528-302-6	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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xix) analyze original artwork to form precise conclusions about intentions	Instruction	978-1-61528-302-6	No Match	No Match
			Activity	978-1-61528-302-6	No Match	No Match
			Review	978-1-61528-302-6	No Match	No Match
			Activity	978-1-61528-302-6	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	(xx) analyze original artwork to form precise conclusions about meanings	Instruction	978-1-61528-302-6	No Match	No Match
			Activity	978-1-61528-302-6	No Match	No Match
			Activity	978-1-61528-302-6	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	(xxi) analyze portfolios to form precise conclusions about formal qualities	Instruction	978-1-61528-302-6	T71	Art Criticism
			Review	978-1-61528-302-6	T190	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	(xxii) analyze portfolios to form precise conclusions about historical contexts	Instruction	978-1-61528-302-6	T248	Discuss It
			Review	978-1-61528-302-6	T331	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	(xxiii) analyze portfolios to form precise conclusions about cultural contexts	Instruction	978-1-61528-302-6	T147	Responding to Art
			Activity	978-1-61528-302-6	T114	For Your Portfolio
			Activity	978-1-61528-302-6	T248	Design Extension
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxiv) analyze portfolios to form precise conclusions about intentions	Instruction	978-1-61528-302-6	T146	Teaching Tip
			Activity	978-1-61528-302-6	T225	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	(xxv) analyze portfolios to form precise conclusions about meanings	Instruction	978-1-61528-302-6	T146	Teaching Tip
			Review	978-1-61528-302-6	T190	For Your Portfolio

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxvi) analyze exhibitions to form precise conclusions about formal qualities	Instruction	978-1-61528-302-6	T299	Try It
			Activity	978-1-61528-302-6	T321	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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxvii) analyze exhibitions to form precise conclusions about historical contexts	Instruction	978-1-61528-302-6	T299	Try It
			Activity	978-1-61528-302-6	T321	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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxviii) analyze exhibitions to form precise conclusions about cultural contexts	Instruction	978-1-61528-302-6	T299	Try It
			Activity	978-1-61528-302-6	T321	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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxix) analyze exhibitions to form precise conclusions about intentions	Instruction	978-1-61528-302-6	T299	Try It
			Activity	978-1-61528-302-6	T321	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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxx) analyze exhibitions to form precise conclusions about meanings	Instruction	978-1-61528-302-6	T299	Try It
			Activity	978-1-61528-302-6	T321	Art Criticism