

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

<b>Subject</b>	<b>Chapter 117. Texas Essential Knowledge and Skills for Fine Arts</b>
<b>Subchapter</b>	<b>Subchapter F. High School, Adopted 2013</b>
<b>Course</b>	<b>§117.303. Art, Level II (One Credit), Adopted 2013.</b>
<b>Publisher</b>	<b>Davis Publications, Inc.</b>
<b>Program Title</b>	<b>The Visual Experience</b>
<b>Program ISBN</b>	<b>978-1-61528-300-2</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	Instruction	978-1-61528-300-2	50-51	Studio Experience
			Activity	978-1-61528-300-2	70	Try It Yourself
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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	Instruction	978-1-61528-300-2	106-107	Studio Experience
			Activity	978-1-61528-300-2	165	For Your Sketchbook
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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	Instruction	978-1-61528-300-2	143	Computer Option
			Activity	978-1-61528-300-2	160-161	Studio Experience

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(iv) use visual comparisons to illustrate concepts and ideas from original sources for original artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>250-251</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>376-377</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>(v) use visual comparisons to illustrate concepts from experiences for original artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>292-293</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>376-377</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>(vi) use visual comparisons to illustrate ideas from experiences for original artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>250-251</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>406-407</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>(vii) use visual comparisons to illustrate concepts and ideas from narration for original artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>198-199</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>436-437</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>(viii) use visual comparisons to illustrate ideas from narration for original artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>198-199</p>	<p>Studio Experience</p>
			<p><b>Assessment</b></p>	<p>978-1-61528-300-2</p>	<p>288-289</p>	<p>Studio Experience</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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>978-1-61528-300-2</p>	<p>160-161</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>202-203</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>978-1-61528-300-2</p>	<p>242-243</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>290-291</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>978-1-61528-300-2</p>	<p>46-47</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>46</p>	<p>Write About 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>978-1-61528-300-2</p>	<p>48-49</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>50-51</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>(iii) identify the elements of art, including shape, as the fundamentals of art in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>78-79</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>242</p>	<p>Write About It</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><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>78-79</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>249</p>	<p>Computer Option</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><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>108-109</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>288-289</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>(vi) apply the elements of art, including color, as the fundamentals of art in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>110-111</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>112-113</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>(vii) identify the elements of art, including texture, as the fundamentals of art in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>160-161</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>162-163</p>	<p>Studio Experience</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(viii) apply the elements of art, including texture, as the fundamentals of art in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>160-161</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>162-163</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	978-1-61528-300-2	80-81	Studio Experience
			Activity	978-1-61528-300-2	82-83	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:	(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	978-1-61528-300-2	82-83	Studio Experience
			Activity	978-1-61528-300-2	84-85	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:	(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	978-1-61528-300-2	142-143	Studio Experience
			Activity	978-1-61528-300-2	144-145	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:	(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	978-1-61528-300-2	138-139	Studio Experience
			Activity	978-1-61528-300-2	140-141	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:	(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	978-1-61528-300-2	98	Linking Disciplines
			Activity	978-1-61528-300-2	106-107	Studio Experience

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(xiv) apply the elements of art, including value, as the fundamentals of art in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>106-107</p>	<p>Studio Experience</p>
			<p><b>Review</b></p>	<p>978-1-61528-300-2</p>	<p>115</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>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(i) identify the principles of design, including emphasis, in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>202-203</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>376-377</p>	<p>Studio Experience</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(ii) apply the principles of design, including emphasis, in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>202-203</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>376-377</p>	<p>Studio Experience</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(iii) identify the principles of design, including repetition/pattern, in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>194-195</p>	<p>Studio Experience</p>
			<p><b>Review</b></p>	<p>978-1-61528-300-2</p>	<p>205</p>	<p>Apply</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(iv) apply the principles of design, including repetition/pattern, in personal artworks</p>	<p><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>194-195</p>	<p>Studio Experience</p>
			<p><b>Review</b></p>	<p>978-1-61528-300-2</p>	<p>205</p>	<p>Apply</p>

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:	(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	978-1-61528-300-2	178	Linking Disciplines
			Activity	978-1-61528-300-2	198-199	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	(vi) apply the principles of design, including movement/rhythm, in personal artworks	Instruction	978-1-61528-300-2	198-199	Studio Experience
			Review	978-1-61528-300-2	205	Synthesize
(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	978-1-61528-300-2	176	Linking Disciplines
			Activity	978-1-61528-300-2	240-241	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	(viii) apply the principles of design, including contrast/variety, in personal artworks	Instruction	978-1-61528-300-2	176	Linking Disciplines
			Activity	978-1-61528-300-2	202-203	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	978-1-61528-300-2	200-201	Studio Experience
			Activity	978-1-61528-300-2	200	Computer Option

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:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(x) apply the principles of design, including balance, in personal artworks	Instruction	978-1-61528-300-2	200-201	Studio Experience
			Activity	978-1-61528-300-2	374-375	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	(xi) identify the principles of design, including proportion, in personal artworks	Instruction	978-1-61528-300-2	198	Technique Tips
			Assessment Instruction	978-1-61528-300-2 978-1-61528-300-2	202 376-377	Evaluate It 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	(xii) apply the principles of design, including proportion, in personal artworks	Instruction	978-1-61528-300-2	376-377	Studio Experience
			Activity	978-1-61528-300-2	391	Try It Yourself
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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	(xiii) identify the principles of design, including unity, in personal artworks	Instruction	978-1-61528-300-2	196-197	Studio Experience
			Activity	978-1-61528-300-2	374-375	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	(xiv) apply the principles of design, including unity, in personal artworks	Instruction	978-1-61528-300-2	196-197	Studio Experience
			Assessment	978-1-61528-300-2	289	Evaluate It



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>44-45</p>	<p>Art Criticism</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>78-79</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>(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><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>108-109</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>160-161</p>	<p>Studio Experience</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent</p>	<p>(i) create original artworks using multiple solutions from direct observation in order to expand personal themes that demonstrate artistic intent</p>	<p><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>50-51</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>108-109</p>	<p>Studio Experience</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent</p>	<p>(ii) create original artworks using multiple solutions from original sources in order to expand personal themes that demonstrate artistic intent</p>	<p><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>84-85</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>144-145</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>194-195</p>	<p>Studio Experience</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent</p>	<p>(iii) create original artworks using multiple solutions from experiences in order to expand personal themes that demonstrate artistic intent</p>	<p><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>82-83</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>250-251</p>	<p>Studio Experience</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent</p>	<p>(iv) create original artworks using multiple solutions from imagination in order to expand personal themes that demonstrate artistic intent</p>	<p><b>Instruction</b></p>	<p>978-1-61528-300-2</p>	<p>138-139</p>	<p>Studio Experience</p>
			<p><b>Activity</b></p>	<p>978-1-61528-300-2</p>	<p>144-145</p>	<p>Studio Experience</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Creative expression. The student communicates ideas through original 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	978-1-61528-300-2	202-203	Studio Experience
			Assessment	978-1-61528-300-2	374-375	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	978-1-61528-300-2	82	Computer Option
			Activity	978-1-61528-300-2	198	Computer Option
(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	Instruction	978-1-61528-300-2	202-203	Studio Experience
			Review	978-1-61528-300-2	349	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:	(C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	(i) use an understanding of copyright to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	Instruction	978-1-61528-300-2	160-161	Studio Experience
			Activity	978-1-61528-300-2	244-245	Studio Experience
			Activity	978-1-61528-300-2	374-375	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:	(C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	(ii) use an understanding of public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	Instruction	978-1-61528-300-2	160-161	Studio Experience
			Activity	978-1-61528-300-2	374-375	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:	(D) create original artwork to communicate thoughts, feelings, ideas, or impressions	(i) create original artwork to communicate thoughts, feelings, ideas, or impressions	Instruction	978-1-61528-300-2	24	Try It Yourself
			Activity	978-1-61528-300-2	82-83	Studio Experience
			Instruction	978-1-61528-300-2	52-53	Studio Experience
			Instruction	978-1-61528-300-2	84-85	Studio Experience
			Activity	978-1-61528-300-2	198-199	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:	(E) collaborate to create original works of art	(i) collaborate to create original works of art	Instruction	978-1-61528-300-2	84-84	Studio Experience
			Activity	978-1-61528-300-2	406-407 436-437	Studio Experience 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	(i) select from a variety of art media to communicate specific ideas in drawing	Instruction	978-1-61528-300-2	42	Try It Yourself
			Review	978-1-61528-300-2	115	For Your Sketchbook
			Activity	978-1-61528-300-2	212	Try It Yourself
(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	978-1-61528-300-2	98	Linking Disciplines
			Activity	978-1-61528-300-2	110-111	Studio Experience
			Review	978-1-61528-300-2	115	Synthesize
			Activity	978-1-61528-300-2	202-203	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	(iii) select from a variety of art media to communicate specific ideas in printmaking	Instruction	978-1-61528-300-2	162-163	Studio Experience
			Activity	978-1-61528-300-2	246-247	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	(iv) select from a variety of art media to communicate specific ideas in sculpture	Instruction	978-1-61528-300-2	82-83	Studio Experience
			Activity	978-1-61528-300-2	282-283	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	(v) select from a variety of art media to communicate specific ideas in ceramics	Instruction	978-1-61528-300-2	284-285	Studio Experience
			Activity	978-1-61528-300-2	290-291	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	(vi) select from a variety of art media to communicate specific ideas in fiber art	Instruction	978-1-61528-300-2	282-283	Studio Experience
			Review	978-1-61528-300-2	295	For Your Sketchbook
(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	978-1-61528-300-2	295	For Your Sketchbook
			Activity	978-1-61528-300-2	54	Design Option
(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	978-1-61528-300-2	292-293	Studio Experience
			Activity	978-1-61528-300-2	374-375	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	(ix) select from a variety of art media to communicate specific ideas in photography	Instruction	978-1-61528-300-2	292-293	Studio Experience
			Activity	978-1-61528-300-2	250-251	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	(x) select from a variety of art media to communicate specific ideas in digital art and media	Instruction	978-1-61528-300-2	53	Computer Option
			Activity	978-1-61528-300-2	84	Computer Option
			Activity	978-1-61528-300-2	106	Computer Option
(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	978-1-61528-300-2	46-47	Studio Experience
			Activity	978-1-61528-300-2	52-53	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	978-1-61528-300-2	110-111	Studio Experience
			Activity	978-1-61528-300-2	160-161	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	(xiii) select from a variety of art tools to communicate specific ideas in printmaking	Instruction	978-1-61528-300-2	162-163	Studio Experience
			Activity	978-1-61528-300-2	246-247	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	(xiv) select from a variety of art tools to communicate specific ideas in sculpture	Instruction	978-1-61528-300-2	82-83	Studio Experience
			Activity	978-1-61528-300-2	282-283	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	(xv) select from a variety of art tools to communicate specific ideas in ceramics	Instruction	978-1-61528-300-2	284-285	Studio Experience
			Activity	978-1-61528-300-2	290-291	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	(xvi) select from a variety of art tools to communicate specific ideas in fiber art	Instruction	978-1-61528-300-2	282-283	Studio Experience
			Review	978-1-61528-300-2	295	For Your Sketchbook
(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	978-1-61528-300-2	295	For Your Sketchbook
			Activity	978-1-61528-300-2	54	Design Option

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	978-1-61528-300-2	292-293	Studio Experience
			Activity	978-1-61528-300-2	374-375	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	978-1-61528-300-2	292-293	Studio Experience
			Activity	978-1-61528-300-2	250-251	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	(xx) select from a variety of art tools to communicate specific ideas in digital art and media	Instruction	978-1-61528-300-2	79	Computer Option
			Activity	978-1-61528-300-2	84	Computer Option
			Activity	978-1-61528-300-2	106	Computer Option
			Activity	978-1-61528-300-2	200	Computer Option
(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	978-1-61528-300-2	177	Fig. 8-15
			Review Activity	978-1-61528-300-2 978-1-61528-300-2	253 320-321	Electronic Research Studio Experience
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(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	978-1-61528-300-2	320-321	Studio Experience
			Review	978-1-61528-300-2	325	Analyze
			Activity Activity	978-1-61528-300-2 978-1-61528-300-2	370 477	Write About It Going Further
(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	978-1-61528-300-2	44-45	Art Criticism
			Activity	978-1-61528-300-2	134-135	Art Criticism

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	978-1-61528-300-2	325	Going Further
			Activity	978-1-61528-300-2	406-407	Studio Experience
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(i) examine career opportunities in art	Instruction	978-1-61528-300-2	328-341	Careers
			Review	978-1-61528-300-2	349	Chapter Review
(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	978-1-61528-300-2	349	Evaluate
			Activity	978-1-61528-300-2	349	Electronic Research
(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	978-1-61528-300-2	342-345	12.6 Cultural Enrichment
			Review	978-1-61528-300-2	349	Recall
(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	978-1-61528-300-2	349	Evaluate
			Activity	978-1-61528-300-2	349	Electronic Research
(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	978-1-61528-300-2	342-345	12.6 Cultural Enrichment
			Review	978-1-61528-300-2	340	Set and Costume Design
(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	978-1-61528-300-2	349	Evaluate
			Activity	978-1-61528-300-2	349	Electronic Research

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	978-1-61528-300-2	57	For Your Portfolio
			Activity	978-1-61528-300-2	320-321	Studio Experience
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(ii) evaluate artistic decisions in artwork by self	Instruction	978-1-61528-300-2	87	For Your Portfolio
			Activity	978-1-61528-300-2	250-251	Studio Experience
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(iii) justify artistic decisions in artwork by self	Instruction	978-1-61528-300-2	87	Synthesize
			Activity	978-1-61528-300-2	205	For Your Portfolio
			Activity	978-1-61528-300-2	253	For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	978-1-61528-300-2	245	Computer Option
			Activity	978-1-61528-300-2	379	For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	978-1-61528-300-2	288-289	Studio Experience
			Activity	978-1-61528-300-2	320	Write About It
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(vi) justify artistic decisions in artwork by peer	Instruction	978-1-61528-300-2	379	For Your Portfolio
			Assessment	978-1-61528-300-2	479	Evaluate 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	(vii) interpret artistic decisions in artwork by other artists	Instruction	978-1-61528-300-2	44-45	Art Criticism
			Review	978-1-61528-300-2	57	Chapter Review
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(viii) evaluate artistic decisions in artwork by other artists	Instruction	978-1-61528-300-2	44-45	Art Criticism
			Activity	978-1-61528-300-2	57	Electronic Research
			Activity	978-1-61528-300-2	104-105	Art Criticism
			Activity	978-1-61528-300-2	115	Electronic Research
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(ix) justify artistic decisions in artwork by other artists	Instruction	978-1-61528-300-2	29	Evaluate
			Activity	978-1-61528-300-2	115	Electronic Research
			Activity	978-1-61528-300-2	205	Electronic Research
			Activity	978-1-61528-300-2	295	Evaluate
			Activity	978-1-61528-300-2	462	Write About It
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	978-1-61528-300-2	26-27	Evaluation
			Activity	978-1-61528-300-2	158-159	Art Criticism
			Activity	978-1-61528-300-2	280-281	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:	(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	978-1-61528-300-2	22-23	Analysis
			Activity	978-1-61528-300-2	192-193	Art Criticism
			Activity	978-1-61528-300-2	318-319	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:	(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	978-1-61528-300-2	379	For Your Portfolio
			Assessment	978-1-61528-300-2	321	Evaluate It
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) 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	978-1-61528-300-2	57	For Your Portfolio
			Activity	978-1-61528-300-2	115	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:	(D) construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning	(ii) construct a physical or electronic portfolio by analyzing personal original artworks to provide evidence of learning	Instruction	978-1-61528-300-2	115	For Your Portfolio
			Activity	978-1-61528-300-2	205	For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(i) select original artwork to form precise conclusions about formal qualities	Instruction	978-1-61528-300-2	57	For Your Portfolio
			Activity	978-1-61528-300-2	87	For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(ii) select original artwork to form precise conclusions about historical contexts	Instruction	978-1-61528-300-2	441	Going Further
			Review	978-1-61528-300-2	477	Electronic Research
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(iii) select original artwork to form precise conclusions about cultural contexts	Instruction	978-1-61528-300-2	376-377	Studio Experience
			Review	978-1-61528-300-2	409	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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(iv) select original artwork to form precise conclusions about intentions	Instruction	978-1-61528-300-2	29	Analyze
			Activity	978-1-61528-300-2	295	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:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(v) select original artwork to form precise conclusions about meanings	Instruction	978-1-61528-300-2	147	Synthesize
			Activity	978-1-61528-300-2	477	Evaluate

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	978-1-61528-300-2	57	For Your Portfolio
			Activity	978-1-61528-300-2	87	For Your Portfolio
			Activity	978-1-61528-300-2	147	For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	978-1-61528-300-2	253	Electronic Research
			Activity	978-1-61528-300-2	409	Electronic Research
			Activity	978-1-61528-300-2	434-435	Studio Experience
			Activity	978-1-61528-300-2	438-439	Studio Experience
			Activity	978-1-61528-300-2	441	Electronic Research
(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	978-1-61528-300-2	374-375	Studio Experience
			Activity	978-1-61528-300-2	376-377	Studio Experience
			Activity	978-1-61528-300-2	379	Going Further
			Activity	978-1-61528-300-2	409	Going Further
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	978-1-61528-300-2	87	For Your Portfolio
			Activity	978-1-61528-300-2	349	For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	978-1-61528-300-2	115	For Your Portfolio
			Activity	978-1-61528-300-2	253	For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	978-1-61528-300-2	29	Evaluate
			Activity	978-1-61528-300-2	205	Electronic Research
(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	978-1-61528-300-2	253	Electronic Research
			Activity	978-1-61528-300-2	441	Going Further

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	978-1-61528-300-2	11	Evaluate
			Activity	978-1-61528-300-2	438-439	Studio Experience
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xiv) select exhibitions to form precise conclusions about intentions	Instruction	978-1-61528-300-2	29	Evaluate
			Activity	978-1-61528-300-2	379	Going Further
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	978-1-61528-300-2	295	Electronic Research
			Assessment	978-1-61528-300-2	477	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:	(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	978-1-61528-300-2	44-45	Art Criticism
			Activity	978-1-61528-300-2	238-239	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	(xvii) analyze original artwork to form precise conclusions about historical contexts	Instruction	978-1-61528-300-2	253	Electronic Research
			Activity	978-1-61528-300-2	320-321	Studio Experience
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xviii) analyze original artwork to form precise conclusions about cultural contexts	Instruction	978-1-61528-300-2	409	Analyze
			Activity	978-1-61528-300-2	438-439	Studio Experience

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(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	978-1-61528-300-2	29	Analyze
			Activity	978-1-61528-300-2	295	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:	(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	978-1-61528-300-2	147	Synthesize
			Activity	978-1-61528-300-2	372-373	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	(xxi) analyze portfolios to form precise conclusions about formal qualities	Instruction	978-1-61528-300-2	115	For Your Portfolio
			Activity	978-1-61528-300-2	147	For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	978-1-61528-300-2	253	Electronic Research
			(Drop-down menu)	978-1-61528-300-2	320-321 409 409	Studio Experience For Your Portfolio Electronic Research
(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	978-1-61528-300-2	374-375	Studio Experience
			Activity	978-1-61528-300-2	376-377	Studio Experience
			Activity	978-1-61528-300-2	379 409	Going Further Going Further
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	978-1-61528-300-2	147	For Your Portfolio
			Activity	978-1-61528-300-2	349	For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	978-1-61528-300-2	115	For Your Portfolio
			Activity	978-1-61528-300-2	379	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	978-1-61528-300-2	205	Electronic Research
			Activity	978-1-61528-300-2	249	Assess
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	978-1-61528-300-2	253	Electronic Research
			Activity	978-1-61528-300-2	441	Going Further
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	978-1-61528-300-2	379	Electronic Research
			Activity	978-1-61528-300-2	409	Electronic Research
(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	978-1-61528-300-2	29	Analyze
			Activity	978-1-61528-300-2	428	Write About It
			Activity	978-1-61528-300-2	477	Electronic Research
(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	978-1-61528-300-2	295	Electronic Research
			Activity	978-1-61528-300-2	24	Try It Yourself
			Activity	978-1-61528-300-2	409	Evaluate
			Assessment	978-1-61528-300-2	477	Electronic Research