

Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher Material						
Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts					
Subchapter	Subchapter F. High School, Adopted 2013					
Course	§117.303. Art, Level II (One Credit), Adopted 2013.					
Publisher	Davis Publications, Inc.					
Program Title	The Visual Experience					
Program ISBN	978-1-61528-300-2					
<p>(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.</p>						
<p>(b) Introduction.</p> <p>(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.</p> <p>(2) Four basic strands—foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.</p> <p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>						
(c) Knowledge and Skills.						
Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(i) use visual comparisons to illustrate concepts from direct observation for original artworks</p>	<p>Instruction</p>	<p>978-1-61528-300-2</p>	<p>48-49</p>	<p>Studio Experience</p>
			<p>Activity</p>	<p>978-1-61528-300-2</p>	<p>71</p>	<p>Try It Yourself</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(ii) use visual comparisons to illustrate ideas from direct observation for original artworks</p>	<p>Instruction</p>	<p>978-1-61528-300-2</p>	<p>106-107</p>	<p>Studio Experience</p>
			<p>Assessment</p>	<p>978-1-61528-300-2</p>	<p>107</p>	<p>Assess</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(iii) use visual comparisons to illustrate concepts from original sources for original artworks</p>	<p>Instruction</p>	<p>978-1-61528-300-2</p>	<p>143</p>	<p>Computer Option</p>
			<p>Assessment</p>	<p>978-1-61528-300-2</p>	<p>251</p>	<p>Assess</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:	(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks	(iv) use visual comparisons to illustrate ideas from original sources for original artworks	Instruction	978-1-61528-300-2	250-251	Studio Experience
			Assessment	978-1-61528-300-2	377	Assess
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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	(v) use visual comparisons to illustrate concepts from experiences for original artworks	Instruction	978-1-61528-300-2	292-293	Studio Experience
			Activity Assessment	978-1-61528-300-2 978-1-61528-300-2	376-377 377	Studio Experience Assess
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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	(vi) use visual comparisons to illustrate ideas from experiences for original artworks	Instruction	978-1-61528-300-2	250-251	Studio Experience
			Activity Assessment	978-1-61528-300-2 978-1-61528-300-2	406-407 407	Studio Experience Assess
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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	(vii) use visual comparisons to illustrate concepts from narration for original artworks	Instruction	978-1-61528-300-2	198-199	Studio Experience
			Assessment	978-1-61528-300-2	437	Assess
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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	(viii) use visual comparisons to illustrate ideas from narration for original artworks	Instruction	978-1-61528-300-2	198-199	Studio Experience
			Activity Assessment	978-1-61528-300-2 978-1-61528-300-2	288-289 289	Studio Experience Assess

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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	(ix) use visual comparisons to illustrate concepts from imagination for original artworks	Instruction	978-1-61528-300-2	160-161	Studio Experience
			Activity	978-1-61528-300-2	202-203	Studio Experience
			Assessment	978-1-61528-300-2	203	Assess
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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	(x) use visual comparisons to illustrate ideas from imagination for original artworks	Instruction	978-1-61528-300-2	242-243	Studio Experience
			Activity	978-1-61528-300-2	290-291	Studio Experience
			Assessment	978-1-61528-300-2	291	Assess
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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	(i) identify the elements of art, including line, as the fundamentals of art in personal artworks	Instruction	978-1-61528-300-2	46-47	Studio Experience
			Assessment	978-1-61528-300-2	47	Assess
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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	(ii) apply the elements of art, including line, as the fundamentals of art in personal artworks	Instruction	978-1-61528-300-2	48-49	Studio Experience
			Activity	978-1-61528-300-2	50-51	Studio Experience
			Assessment	978-1-61528-300-2	51	Assess
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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	(iii) identify the elements of art, including shape, as the fundamentals of art in personal artworks	Instruction	978-1-61528-300-2	78-79	Studio Experience
			Activity	978-1-61528-300-2	243	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:	(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	(iv) apply the elements of art, including shape, as the fundamentals of art in personal artworks	Instruction	978-1-61528-300-2	78-79	Studio Experience
			Review	978-1-61528-300-2	249	Close
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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	(v) identify the elements of art, including color, as the fundamentals of art in personal artworks	Instruction	978-1-61528-300-2	108-109	Studio Experience
			Activity Assessment	978-1-61528-300-2 978-1-61528-300-2	288-289 289	Studio Experience Assess
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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	(vi) apply the elements of art, including color, as the fundamentals of art in personal artworks	Instruction	978-1-61528-300-2	110-111	Studio Experience
			Activity Assessment	978-1-61528-300-2 978-1-61528-300-2	112-113 113	Studio Experience Assess
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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	(vii) identify the elements of art, including texture, as the fundamentals of art in personal artworks	Instruction	978-1-61528-300-2	160-161	Studio Experience
			Activity Assessment	978-1-61528-300-2 978-1-61528-300-2	162-163 163	Studio Experience Assess
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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	(viii) apply the elements of art, including texture, as the fundamentals of art in personal artworks	Instruction	978-1-61528-300-2	160-161	Studio Experience
			Activity Assessment	978-1-61528-300-2 978-1-61528-300-2	162-163 163	Studio Experience Assess

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
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			Assessment	978-1-61528-300-2	83	Assess
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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 Assessment	978-1-61528-300-2 978-1-61528-300-2	84-85 85	Studio Experience Assess
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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 Assessment	978-1-61528-300-2 978-1-61528-300-2	144-145 145	Studio Experience Assess
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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 Assessment	978-1-61528-300-2 978-1-61528-300-2	140-141 141	Studio Experience Assess
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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	106-107	Studio Experience
			Activity Assessment	978-1-61528-300-2 978-1-61528-300-2	108-109 109	Studio Experience Assess

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			Activity	978-1-61528-300-2	108-109	Studio Experience
			Assessment	978-1-61528-300-2	109	Assess
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(i) identify the principles of design, including emphasis, in personal artworks</p>	Instruction	978-1-61528-300-2	202-203	Studio Experience
			Assessment	978-1-61528-300-2	203	Assess
			Assessment	978-1-61528-300-2	203	Assess
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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>	Instruction	978-1-61528-300-2	202-203	Studio Experience
			Assessment	978-1-61528-300-2	203	Assess
			Assessment	978-1-61528-300-2	203	Assess
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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>	Instruction	978-1-61528-300-2	188-189	Art Production
			Review	978-1-61528-300-2	205	Apply
			Review	978-1-61528-300-2	205	Apply
<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>	Instruction	978-1-61528-300-2	194-195	Studio Experience
			Assessment	978-1-61528-300-2	195	Assess
			Assessment	978-1-61528-300-2	195	Assess

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			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
			Assessment	978-1-61528-300-2	199	Assess
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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	Art Production
			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	240-241	Studio Experience
			Activity	978-1-61528-300-2	398	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	(ix) identify the principles of design, including balance, in personal artworks	Instruction	978-1-61528-300-2	186	Perception
			Assessment	978-1-61528-300-2	186	Assess

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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	191	Assess
			Activity	978-1-61528-300-2	200-201	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	191	Assess
			Activity	978-1-61528-300-2	376-377	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	205	For Your Sketchbook
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original 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	197-197	Studio Experience
			Assessment	978-1-61528-300-2	375	Assess

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(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	(i) explore suitability of art media to express specific ideas relating to visual themes of artworks, using art vocabulary accurately	Instruction	978-1-61528-300-2	8	Aesthetics
			Review	978-1-61528-300-2	79	Close
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(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	(ii) explore suitability of art processes to express specific ideas relating to visual themes of artworks, using art vocabulary accurately	Instruction	978-1-61528-300-2	160-161	Studio Experience
			Activity	978-1-61528-300-2	162-163	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:	(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	(i) create original artworks using multiple solutions from direct observation in order to expand personal themes that demonstrate artistic intent	Instruction	978-1-61528-300-2	50-51	Studio Experience
			Activity	978-1-61528-300-2	108-109	Studio Experience
			Assessment	978-1-61528-300-2	109	Assess
(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:	(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	(ii) create original artworks using multiple solutions from original sources in order to expand personal themes that demonstrate artistic intent	Instruction	978-1-61528-300-2	84-85	Studio Experience
			Activity	978-1-61528-300-2	144-145	Studio Experience
			Activity	978-1-61528-300-2	194-195	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:	(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	(iii) create original artworks using multiple solutions from experiences in order to expand personal themes that demonstrate artistic intent	Instruction	978-1-61528-300-2	82-83	Studio Experience
			Activity	978-1-61528-300-2	250-251	Studio Experience
			Assessment	978-1-61528-300-2	251	Assess
(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:	(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	(iv) create original artworks using multiple solutions from imagination in order to expand personal themes that demonstrate artistic intent	Instruction	978-1-61528-300-2	138-139	Studio Experience
			Activity	978-1-61528-300-2	144-145	Studio Experience
			Assessment	978-1-61528-300-2	145	Assess

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Creative expression. The student communicates ideas through original 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
			Activity	978-1-61528-300-2	374-375	Studio Experience
			Assessment	978-1-61528-300-2	375	Assess
(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	397	Technology Link
			Activity	978-1-61528-300-2	469	Meeting Individual Needs
(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
			Assessment	978-1-61528-300-2	203	Assess
(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
			Review	978-1-61528-300-2	244-245	Close
			Activity	978-1-61528-300-2	374-375	Studio Experience
(2) Creative expression. The student communicates ideas through original 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	52-53	Studio Experience
			Review	978-1-61528-300-2	57	For Your Sketchbook
			Instruction	978-1-61528-300-2	84-85	Studio Experience
			Activity	978-1-61528-300-2	198-199	Studio Experience

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	84-85	Studio Experience
			Activity Activity	978-1-61528-300-2 978-1-61528-300-2	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	43	Try It Yourself
			Review	978-1-61528-300-2	115	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	(ii) select from a variety of art media to communicate specific ideas in painting	Instruction	978-1-61528-300-2	110-111	Studio Experience
			Assessment	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 Review	978-1-61528-300-2 978-1-61528-300-2	246-247 247	Studio Experience Close
(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	274	Production
			Review	978-1-61528-300-2	275	Close
(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 Assessment	978-1-61528-300-2 978-1-61528-300-2	374-375 375	Studio Experience Assess
(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	63	Linking Disciplines
			Activity	978-1-61528-300-2	292-293	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	85	Computer Option
			Activity Activity	978-1-61528-300-2 978-1-61528-300-2	107 234	Computer Option Art Production
(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 Assessment	978-1-61528-300-2 978-1-61528-300-2	52-53 53	Studio Experience Assess

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Creative expression. The student communicates ideas through original 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
			Review	978-1-61528-300-2	247	Close
(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	274	Production
			Review	978-1-61528-300-2	275	Close

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 Assessment	978-1-61528-300-2 978-1-61528-300-2	374-375 375	Studio Experience Assess
(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	63	Linking Disciplines
			Activity	978-1-61528-300-2	292-293	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 Activity		201 234	Computer Option Art Production
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(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	320-321	Studio Experience
			Activity Activity	978-1-61528-300-2 978-1-61528-300-2	365 419	Teach Using the Text
(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	313	Art History
			Assessment	978-1-61528-300-2	316	Assess
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(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	302	Art History
			Activity	978-1-61528-300-2	304	Art History
			Assessment Assessment	978-1-61528-300-2 978-1-61528-300-2	386 401	Assess Assess

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	406-407	Studio Experience
			Activity	978-1-61528-300-2	469	Art Production
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(i) examine career opportunities in art	Instruction	978-1-61528-300-2	203	Close
			Assessment	978-1-61528-300-2	329	Assess
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(ii) research career opportunities in art	Instruction	978-1-61528-300-2	331	Meeting Individual Needs
			Activity	978-1-61528-300-2	333	Art History
(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
			Assessment Instruction	978-1-61528-300-2 978-1-61528-300-2	349 349	Evaluate 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:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(iv) research entrepreneurial opportunities in art	Instruction	978-1-61528-300-2	349	Going Further
			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
			Activity	978-1-61528-300-2	328	Teach
(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	Going Further
			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
			Assessment	978-1-61528-300-2	321	Assess
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(ii) evaluate artistic decisions in artwork by self	Instruction	978-1-61528-300-2	87	For Your Portfolio
			Assessment	978-1-61528-300-2	203	Assess
			Assessment	978-1-61528-300-2	251	Assess
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(iii) justify artistic decisions in artwork by self	Instruction	978-1-61528-300-2	197	Assess
			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	51	Student Assessment
			Assessment	978-1-61528-300-2	83	Assess
			Activity	978-1-61528-300-2	109	Assess
			Assessment	978-1-61528-300-2	139	Self/Peer Assessment
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(v) evaluate artistic decisions in artwork by peer	Instruction	978-1-61528-300-2	81	Assess
			Assessment	978-1-61528-300-2	195	Assess
			Assessment	978-1-61528-300-2	243	Assess
			Assessment	978-1-61528-300-2	473	Assess
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(vi) justify artistic decisions in artwork by peer	Instruction	978-1-61528-300-2	247	Peer Assessment
			Activity	978-1-61528-300-2	379	For Your Portfolio

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(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	23	Art Criticism
			Review	978-1-61528-300-2	27	Close
			Activity	978-1-61528-300-2	453	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	(viii) evaluate artistic decisions in artwork by other artists	Instruction	978-1-61528-300-2	26-27	Art Criticism
			Assessment	978-1-61528-300-2	27	Assess
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(ix) justify artistic decisions in artwork by other artists	Instruction	978-1-61528-300-2	103	Close
			Activity	978-1-61528-300-2	174	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	(i) evaluate artwork using a method of critique	Instruction	978-1-61528-300-2	26-27	Art Criticism
			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	23	Art Criticism
			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	241	Assess
			Activity	978-1-61528-300-2	249	Assess
			Activity	978-1-61528-300-2	439	Assess
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) 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	87	For Your Portfolio
			Activity	978-1-61528-300-2	253	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	253	For Your Portfolio
			Activity	978-1-61528-300-2	477	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	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	(ii) select original artwork to form precise conclusions about historical contexts	Instruction	978-1-61528-300-2	361	Assess
			Assessment	978-1-61528-300-2	391	Assess
			Activity	978-1-61528-300-2	477	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	(iii) select original artwork to form precise conclusions about cultural contexts	Instruction	978-1-61528-300-2	355	Engage
			Assessment	978-1-61528-300-2	391	Assess
			Activity	978-1-61528-300-2	401	Write About It
			Assessment	978-1-61528-300-2	401	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	(iv) select original artwork to form precise conclusions about intentions	Instruction	978-1-61528-300-2	16	Using the Art
			Activity	978-1-61528-300-2	359	Try It Yourself
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	157	Assess
			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
			Instruction	978-1-61528-300-2	434-435	Studio Experience
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	(viii) select portfolios to form precise conclusions about cultural contexts	Instruction	978-1-61528-300-2	355	Engage
			Activity	978-1-61528-300-2	374-375	Studio Experience
			Assessment	978-1-61528-300-2	375	Close
			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	85	Teach
			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	441	Going Further
			Assessment	978-1-61528-300-2	467	Assess

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	334	Using the Art
			Assessment	978-1-61528-300-2	439	Assess
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	357	Teach
			Review	978-1-61528-300-2	359	Close
			Assessment	978-1-61528-300-2	455	Assess
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	357	Teach
			Review	978-1-61528-300-2	359	Close
			Assessment	978-1-61528-300-2	467	Assess
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	179	Using the Art
			Activity	978-1-61528-300-2	233	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	355	Art Criticism
			Assessment	978-1-61528-300-2	391	Assess
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	367	Art Criticism
			Activity	978-1-61528-300-2	383	Art History
			Activity	978-1-61528-300-2	391	Assess

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	302	Using the Text
			Activity	978-1-61528-300-2	462-463	Aesthetics
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	157	Assess
			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	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	(xxii) analyze portfolios 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
			Activity	978-1-61528-300-2	355	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	(xxiii) analyze portfolios to form precise conclusions about cultural contexts	Instruction	978-1-61528-300-2	355	Engage
			Activity	978-1-61528-300-2	374-375	Studio Experience
			Assessment	978-1-61528-300-2	377	Assess
			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	(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	153	Aesthetics
			Activity	978-1-61528-300-2	467	Assess
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	441	Going Further
			Activity	978-1-61528-300-2	467	Assess
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	334	Using the Art
			Activity	978-1-61528-300-2	359	Linking Disciplines
(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	357	Teach
			Activity	978-1-61528-300-2	428	Write About It
			Assessment	978-1-61528-300-2	455	Assess
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	357	Teach
			Review	978-1-61528-300-2	359	Close
			Activity	978-1-61528-300-2	409	Evaluate
			Assessment	978-1-61528-300-2	477	Evaluate