

Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts			
Course Title	§117.303. Art, Level II (One Credit), Adopted 2013 DAVIS ART – <i>Beginning Sculpture</i>			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
<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>				
<p>(c) Knowledge and Skills.</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>(i) use visual comparisons to illustrate concepts from direct observation for original artworks</p>	<p><u>Student Edition</u> 46-47-Ins 50-51-Ac</p> <p><u>Teacher Edition</u> 4-Ins 9-Ac</p>	<p><u>SE Location</u> How to... Studio Experience</p> <p><u>TE Location</u> Aesthetics Design Extension</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(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><u>Student Edition</u> 53-Ins 58-Ac</p> <p><u>Teacher Edition</u> 4-Ins 18-Ac</p>	<p><u>SE Location</u> Writing About Art Discuss It</p> <p><u>TE Location</u> Aesthetics Inquiry</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><u>Student Edition</u> 22-23-Ins 101-R</p> <p><u>Teacher Edition</u> 9-Ins 101-As</p>	<p><u>SE Location</u> Studio Experience Chapter Review</p> <p><u>TE Location</u> Design Extension Review Answers</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>(iv) use visual comparisons to illustrate ideas from original sources for original artworks</p>	<p><u>Student Edition</u> 25-Ins 101-R</p> <p><u>Teacher Edition</u> 25-Ins 43-Ac</p>	<p><u>SE Location</u> Chapter Review Chapter Review</p> <p><u>TE Location</u> Review Answers Computer Connection</p>

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<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(vii) use visual comparisons to illustrate concepts from narration for original artworks</p>	<p><u>Student Edition</u> 145 ins <u>Teacher Edition</u> 75-Ins 145-Ins</p>	<p><u>SE Location</u> Sketchbook Connection <u>TE Location</u> Interdisciplinary Connection Sketchbook Connection</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(viii) use visual comparisons to illustrate ideas from narration for original artworks</p>	<p><u>Student Edition</u> No Match</p> <p><u>Teacher Edition</u> No Match</p>	<p><u>SE Location</u> No Match</p> <p><u>TE Location</u> No Match</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>(ix) use visual comparisons to illustrate concepts from imagination for original artworks</p>	<p><u>Student Edition</u> 116-117-Ins 188-189-Ac</p> <p><u>Teacher Edition</u> 116-117-Ins 188-189-Ac</p>	<p><u>SE Location</u> Studio Experience Studio Experience</p> <p><u>TE Location</u> Studio Experience Studio Experience</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(x) use visual comparisons to illustrate ideas from imagination for original artworks</p>	<p><u>Student Edition</u> 164-165-Ins 188-189-Ac</p> <p><u>Teacher Edition</u> 164-165-Ins 188-189-Ac</p>	<p><u>SE Location</u> Studio Experience Studio Experience</p> <p><u>TE Location</u> Studio Experience Studio Experience</p>
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<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(ii) apply the elements of art, including line, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> No Match</p> <p><u>Teacher Edition</u> 12-Ins</p>	<p><u>SE Location</u> No Match</p> <p><u>TE Location</u> Teaching Tip</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(iii) identify the elements of art, including shape, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 35-Ins</p> <p><u>Teacher Edition</u> 12-Ins 20-Ac</p>	<p><u>SE Location</u> Elements of Design</p> <p><u>TE Location</u> Teaching Tip Inquiry</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(iv) apply the elements of art, including shape, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 50-51-Ins 76-77-Ac</p> <p><u>Teacher Edition</u> 50-51-Ins 76-77-Ac</p>	<p><u>SE Location</u> Studio Experience Studio Experience</p> <p><u>TE Location</u> Studio Experience Studio Experience</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(v) identify the elements of art, including color, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 13-Ins 61-Ac</p> <p><u>Teacher Edition</u> 12-Ins 20-Ac</p>	<p><u>SE Location</u> Paragraph 3 Elements of Design</p> <p><u>TE Location</u> Teaching Tip Inquiry</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(vi) apply the elements of art, including color, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 76-77-Ins 144-145-Ac</p> <p><u>Teacher Edition</u> 76-77-Ins 144-145-Ac</p>	<p><u>SE Location</u> Studio Experience Studio Experience</p> <p><u>TE Location</u> Studio Experience Studio Experience</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(vii) identify the elements of art, including texture, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 12-13-Ins 113-R</p> <p><u>Teacher Edition</u> 20-Ins 119-As</p>	<p><u>SE Location</u> Paragraph 4 Elements of Design</p> <p><u>TE Location</u> Inquiry Review Answers (Apply)</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(viii) apply the elements of art, including texture, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 50-51-Ins 144-145-Ac</p> <p><u>Teacher Edition</u> 50-51-Ins 144-145-Ac</p>	<p><u>SE Location</u> Studio Experience Studio Experience</p> <p><u>TE Location</u> Studio Experience Studio Experience</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(ix) identify the elements of art, including form, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 11-Ins 12-Ins</p> <p><u>Teacher Edition</u> 115-Ins 115-Ac</p>	<p><u>SE Location</u> Paragraph 2 Paragraph 2</p> <p><u>TE Location</u> Art Criticism Computer Connection</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:	(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	<u>Student Edition</u> 50-51-Ins 116-117-Ac <u>Teacher Edition</u> 20-Ins 96-Ac	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Inquiry Aesthetics
(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	<u>Student Edition</u> 13-Ins 97-R <u>Teacher Edition</u> 12-Ins 20-Ac	<u>SE Location</u> Paragraph 1 Elements of Design <u>TE Location</u> Teaching Tip Inquiry
(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	<u>Student Edition</u> 164-165-Ac <u>Teacher Edition</u> 164-165-Ac	<u>SE Location</u> Studio Experience <u>TE Location</u> Studio Experience
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(xiii) identify the elements of art, including value, as the fundamentals of art in personal artworks	<u>Student Edition</u> 14-Ins 61-R <u>Teacher Edition</u> 20-Ins 61-R	<u>SE Location</u> Paragraph 1 Elements of Design <u>TE Location</u> Inquiry Elements of Design
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(xiv) apply the elements of art, including value, as the fundamentals of art in personal artworks	<u>Student Edition</u> 76-77-Ins 25-R <u>Teacher Edition</u> 76-77-Ins	<u>SE Location</u> Studio Experience Chapter Review (Understand) <u>TE Location</u> 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	(i) identify the principles of design, including emphasis, in personal artworks	<u>Student Edition</u> 15-16-Ins 158-R <u>Teacher Edition</u> 17-Ins 20-Ac	<u>SE Location</u> Paragraph 4 Principles of Design <u>TE Location</u> Aesthetics Inquiry
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(ii) apply the principles of design, including emphasis, in personal artworks	<u>Student Edition</u> 50-51-Ins <u>Teacher Edition</u> 158-R	<u>SE Location</u> Studio Experience <u>TE Location</u> Principles of Design
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(iii) identify the principles of design, including repetition/pattern, in personal artworks	<u>Student Edition</u> 17-Ins 142-R <u>Teacher Edition</u> 20-Ins 142-R	<u>SE Location</u> Paragraph 1 Principles of Design <u>TE Location</u> Inquiry Principles of Design
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(iv) apply the principles of design, including repetition/pattern, in personal artworks	<u>Student Edition</u> 144-145-Ins <u>Teacher Edition</u> 147-Ins	<u>SE Location</u> Studio Experience <u>TE Location</u> Review Answers (Analyze)
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(v) identify the principles of design, including movement/rhythm, in personal artworks	<u>Student Edition</u> 17-Ins 154-R <u>Teacher Edition</u> 20-Ins	<u>SE Location</u> Paragraph 2 Principles of Design <u>TE Location</u> Inquiry

(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	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(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	<u>Student Edition</u> 16-17-Ins 82-R <u>Teacher Edition</u> 20-Ins 82-R	<u>SE Location</u> Paragraph 2 Principles of Design <u>TE Location</u> Inquiry Principles of Design
(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	<u>Student Edition</u> 76-77-Ins 15-R <u>Teacher Edition</u> 76-77-Ins	<u>SE Location</u> Studio Experience Paragraph 4 <u>TE Location</u> Studio Experience
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(ix) identify the principles of design, including balance, in personal artworks	<u>Student Edition</u> 15-Ins 67-R <u>Teacher Edition</u> 20-Ins 67-Ac	<u>SE Location</u> Paragraph 1 Principles of Design <u>TE Location</u> Inquiry Art Criticism
(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	<u>Student Edition</u> 25-R <u>Teacher Edition</u> 25-R	<u>SE Location</u> Chapter Review (Recall) <u>TE Location</u> Chapter Review Answers (Recall)
(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	<u>Student Edition</u> 15-Ins <u>Teacher Edition</u> 20-Ins	<u>SE Location</u> Paragraph 2 <u>TE Location</u> Inquiry
(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	<u>Student Edition</u> 50-51-Ins <u>Teacher Edition</u> 50-51-Ins	<u>SE Location</u> Studio Experience <u>TE Location</u> 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	(xiii) identify the principles of design, including unity, in personal artworks	<u>Student Edition</u> 16-Ins 82-Ac <u>Teacher Edition</u> 16-Ins 82-Ac	<u>SE Location</u> Paragraph 1 Principles of Design <u>TE Location</u> Paragraph 1 Principles of Design
(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	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(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	<u>Student Edition</u> 22-23-Ins 25-R <u>Teacher Edition</u> 25-Ins 79-As	<u>SE Location</u> Studio Experience Chapter Review <u>TE Location</u> Review Answers Review Answers

(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	<u>Student Edition</u> 76-77-Ins 98-99-Ac <u>Teacher Edition</u> 119-Ins 147-As	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Review Answers Review Answers
(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 talent	<u>Student Edition</u> 50-51-Ins 116-117-Ac <u>Teacher Edition</u> 53-Ins 147-As	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Review Answers Review Answers
(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	<u>Student Edition</u> 76-77-Ins 116-117-Ac <u>Teacher Edition</u> 76-77-Ins 116-117-Ac	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> 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:	(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	<u>Student Edition</u> 116-117-Ins 164-165-Ac <u>Teacher Edition</u> 147-Ins 167-As	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Review Answers Review Answers
(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	<u>Student Edition</u> 22-23-Ins 144-145-Ac <u>Teacher Edition</u> 128-Ins 138-Ac	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Computer Connection Inquiry
(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	<u>Student Edition</u> 22-23-Ins 50-51-Ac <u>Teacher Edition</u> 79-Ins 86-Ac	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Review Answers Design Extension
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(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	<u>Student Edition</u> 76-77-Ins 164-165-Ac <u>Teacher Edition</u> 76-77-Ins 164-165-Ac	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> 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:	(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	<u>Student Edition</u> 181-Ins 189-Ac <u>Teacher Edition</u> 181-Ins 187-Ac	<u>SE Location</u> Paragraphs 1 and 2 Sketchbook Connection <u>TE Location</u> Internet Connection Interdisciplinary Connection
(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	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(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	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(D) create original artwork to communicate thoughts, feelings, ideas, or impressions	(i) create original artwork to communicate thoughts, feelings, ideas, or impressions	<u>Student Edition</u> 22-23-Ins 116-117-Ac <u>Teacher Edition</u> 79-Ins 147-As	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Review Answers Review Answers
(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	<u>Student Edition</u> 164-165-Ins 167-Ac <u>Teacher Edition</u> 164-165-Ins 167-Ac	<u>SE Location</u> Studio Experience For Your Portfolio <u>TE Location</u> Studio Experience For Your Portfolio
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(i) select from a variety of art media to communicate specific ideas in drawing	<u>Student Edition</u> 76-77-Ins 79-R <u>Teacher Edition</u> 76-77-Ins 79-R	<u>SE Location</u> Studio Experience Chapter Review <u>TE Location</u> Studio Experience Review Answers
(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	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(iii) select from a variety of art media to communicate specific ideas in printmaking	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(iv) select from a variety of art media to communicate specific ideas in sculpture	<u>Student Edition</u> 22-23-Ins 164-165-Ac 56-R <u>Teacher Edition</u> 147-Ins 164-165-Ac	<u>SE Location</u> Studio Experience Studio Experience Student Installation <u>TE Location</u> Review Answers 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	<u>Student Edition</u> 49-Ins 50-51-Ac <u>Teacher Edition</u> 49-Ins 53-As	<u>SE Location</u> How to... Studio Experience <u>TE Location</u> Internet Connection Review Answers
(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	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(vii) select from a variety of art media to communicate specific ideas in jewelry	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(viii) select from a variety of art media to communicate specific ideas in mixed media	<u>Student Edition</u> 121-123-R 142-145-R <u>Teacher Edition</u> 122-Ins 143-Ins	<u>SE Location</u> Construction & Assemblage Assemblage <u>TE Location</u> Art Criticism Art Criticism
(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	<u>Student Edition</u> 147-Ins 167-Ac <u>Teacher Edition</u> 147-Ins 167-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio <u>TE Location</u> For Your Portfolio For Your Portfolio

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(x) select from a variety of art media to communicate specific ideas in digital art and media	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xi) select from a variety of art tools to communicate specific ideas in drawing	<u>Student Edition</u> 51-R 117-R <u>Teacher Edition</u> 51-R 117-R	<u>SE Location</u> Sketchbook Connection Sketchbook Connection <u>TE Location</u> Sketchbook Connection Sketchbook Connection
(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	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xiii) select from a variety of art media to communicate specific ideas in printmaking	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xiv) select from a variety of art tools to communicate specific ideas in sculpture	<u>Student Edition</u> 50-51-Ins 116-117-Ac <u>Teacher Edition</u> 50-51-Ins 116-117-Ac	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> 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	(xv) select from a variety of art tools to communicate specific ideas in ceramics	<u>Student Edition</u> 49-Ins 50-51-Ac <u>Teacher Edition</u> 49-Ins 53-As	<u>SE Location</u> How to... Studio Experience <u>TE Location</u> Internet Connection Review Answers
(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	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xvii) select from a variety of art tools to communicate specific ideas in jewelry	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xviii) select from a variety of art tools to communicate specific ideas in mixed-media	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xix) select from a variety of art tools to communicate specific ideas in photography	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xx) select from a variety of art tools to communicate specific ideas in digital art and media	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(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	<u>Student Edition</u> 13-Ins 33-Ac <u>Teacher Edition</u> 13-Ins 33-Ac	<u>SE Location</u> For Your Sketchbook For Your Sketchbook <u>TE Location</u> For Your Sketchbook For Your Sketchbook

(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	<u>Student Edition</u> 6-7-Ins 33-Ac <u>Teacher Edition</u> 6-7-Ins 33-Ac	<u>SE Location</u> Art History For Your Sketchbook <u>TE Location</u> Art History For Your Sketchbook
(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	<u>Student Edition</u> 13-Ins 33-Ac <u>Teacher Edition</u> 7-Ins 33-Ac	<u>SE Location</u> For Your Sketchbook For Your Sketchbook <u>TE Location</u> Interdisciplinary Connection For Your Sketchbook
(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	<u>Student Edition</u> 188-189-Ins 156-R <u>Teacher Edition</u> 188-189-Ins 156-R	<u>SE Location</u> Studio Experience Student Installation <u>TE Location</u> Studio Experience Student Installation
(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	<u>Student Edition</u> 24-Ins 100-Ac <u>Teacher Edition</u> 24-Ins 100-Ac	<u>SE Location</u> Career Profile Career Profile <u>TE Location</u> Career Profile Career Profile
(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	<u>Student Edition</u> 167-Ins 118-Ac <u>Teacher Edition</u> 167-Ins 166-Ac	<u>SE Location</u> Chapter Review Career Profile <u>TE Location</u> Review Answers Career Connection
(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	<u>Student Edition</u> 146-Ins <u>Teacher Edition</u> 146-Ins	<u>SE Location</u> Career Profile <u>TE Location</u> Career Profile
(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	<u>Student Edition</u> 190-Ins <u>Teacher Edition</u> 190-Ins	<u>SE Location</u> Career Profile <u>TE Location</u> Career Profile
(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	<u>Student Edition</u> 24-Ins <u>Teacher Edition</u> 24-Ins	<u>SE Location</u> Career Profile <u>TE Location</u> Career Profile
(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	<u>Student Edition</u> 78-Ins <u>Teacher Edition</u> 78-Ins	<u>SE Location</u> Career Profile <u>TE Location</u> Career Profile
(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	<u>Student Edition</u> 53-Ins 76-77-Ac <u>Teacher Edition</u> 53-Ins 76-77-Ac	<u>SE Location</u> Chapter Review Studio Experience <u>TE Location</u> Review Answers Studio Experience
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(ii) evaluate artistic decisions in artwork by self	<u>Student Edition</u> 145-Ins 147-R <u>Teacher Edition</u> 145-Ins 147-R	<u>SE Location</u> Sketchbook Connection Chapter Review <u>TE Location</u> Sketchbook Connection Review Answers

(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	Student Edition 101-Ins Teacher Edition 101-Ins	SE Location For Your Portfolio TE Location 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	Student Edition 53-Ins Teacher Edition 53-Ins	SE Location Writing About Art TE Location Writing About Art
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(v) evaluate artistic decisions in artwork by peer	Student Edition 53-Ins Teacher Edition 53-Ins	SE Location Writing About Art TE Location Writing About Art
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(vi) justify artistic decisions in artwork by peer	Student Edition 53-Ins Teacher Edition 53-Ins	SE Location Writing About Art TE Location Writing About Art
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(vii) interpret artistic decisions in artwork by other artists	Student Edition 53-Ins 101-R Teacher Edition 53-Ins 101-R	SE Location Chapter Review Chapter Review TE Location Review Answers Review Answers
(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	Student Edition 79-Ins 119-R Teacher Edition 79-Ins 111-R	SE Location Chapter Review Chapter Review TE Location Review Answers Review Answers
(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	Student Edition 25-Ins Teacher Edition 25-Ins	SE Location Writing About Art TE Location Writing About Art
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	Student Edition 53-Ins 101-R Teacher Edition 53-Ins 101-As	SE Location Chapter Review Chapter Review TE Location Review Answers Review Answers
(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	Student Edition 53-Ins 101-R Teacher Edition 53-Ins 101-As	SE Location Chapter Review Chapter Review TE Location Review Answers Review Answers
(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	Student Edition 191-Ins Teacher Edition 191-Ins	SE Location For Your Portfolio TE Location For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) 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	Student Edition 53-Ins 191-Ac Teacher Edition 53-Ins 191-Ac	SE Location For Your Portfolio For Your Portfolio TE Location For Your Portfolio For Your Portfolio

(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) 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 persona original artworks to provide evidence of learning	<u>Student Edition</u> 79-Ins 119-Ac <u>Teacher Edition</u> 79-Ins 119-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio <u>TE Location</u> For Your Portfolio 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	<u>Student Edition</u> 25-Ins 53-R <u>Teacher Edition</u> 25-Ins 53-As	<u>SE Location</u> Chapter Review Chapter Review <u>TE Location</u> Review Answers Review Answers
(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	<u>Student Edition</u> 13-Ins 25-R <u>Teacher Edition</u> 19-Ins 25-As	<u>SE Location</u> For Your Sketchbook Chapter Review <u>TE Location</u> Teaching Tip Review Answers
(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	<u>Student Edition</u> 13-Ins 33-Ac <u>Teacher Edition</u> 7-Ins 34-Ac	<u>SE Location</u> For Your Sketchbook For Your Sketchbook <u>TE Location</u> Interdisciplinary Connection Interdisciplinary Connection
(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	<u>Student Edition</u> 13-Ins <u>Teacher Edition</u> 35-Ins	<u>SE Location</u> For Your Sketchbook <u>TE Location</u> 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	(v) select original artwork to form precise conclusions about meanings	<u>Student Edition</u> 101-Ins 119-R <u>Teacher Edition</u> 101-Ins 119-As	<u>SE Location</u> Chapter Review Chapter Review <u>TE Location</u> Review Answers Review Answers
(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	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(vii) select portfolios to form precise conclusions about historical contexts	<u>Student Edition</u> 183-R <u>Teacher Edition</u> 183-R	<u>SE Location</u> Art History <u>TE Location</u> Art History
(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	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(ix) select portfolios to form precise conclusions about intentions	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(x) select portfolios to form precise conclusions about meanings	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match

(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xi) select exhibitions to form precise conclusions about formal qualities	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xii) select exhibitions to form precise conclusions about historical contexts	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xiii) select exhibitions to form precise conclusions about cultural contexts	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xiv) select exhibitions to form precise conclusions about intentions	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xv) select exhibitions to form precise conclusions about meanings	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xvi) analyze original artwork to form precise conclusions about formal qualities	<u>Student Edition</u> 25-Ins 79-R <u>Teacher Edition</u> 25-Ins 79-As	<u>SE Location</u> Chapter Review Chapter Review <u>TE Location</u> Review Answers Review Answers
(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	<u>Student Edition</u> 101-Ins 119-R <u>Teacher Edition</u> 101-Ins 119-R	<u>SE Location</u> Writing About Art Chapter Review <u>TE Location</u> Writing About Art Review Answers
(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	<u>Student Edition</u> 6-7-Ins 147-R <u>Teacher Edition</u> 7-Ins 147-As	<u>SE Location</u> Art History Chapter Review <u>TE Location</u> Interdisciplinary Connection Review Answers
(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	<u>Student Edition</u> 101-Ins 191-R <u>Teacher Edition</u> 101-Ins 191-As	<u>SE Location</u> Chapter Review Chapter Review <u>TE Location</u> Review Answers Review Answers
(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	<u>Student Edition</u> 101-Ins 147-Ac <u>Teacher Edition</u> 101-Ins 147-Ac	<u>SE Location</u> Writing About Art Writing About Art <u>TE Location</u> Writing About Art Writing About Art
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxi) analyze portfolios to form precise conclusions about formal qualities	<u>Student Edition</u> No Match <u>Teacher Edition</u> No Match	<u>SE Location</u> No Match <u>TE Location</u> No Match

(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxii) analyze portfolios to form precise conclusions about historical contexts	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxiii) analyze portfolios to form precise conclusions about cultural contexts	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxiv) analyze portfolios to form precise conclusions about intentions	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxv) analyze portfolios to form precise conclusions about meanings	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxvi) analyze exhibitions to form precise conclusions about formal qualities	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxvii) analyze exhibitions to form precise conclusions about historical contexts	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxviii) analyze exhibitions to form precise conclusions about cultural contexts	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxix) analyze exhibitions to form precise conclusions about intentions	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location No Match
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxx) analyze exhibitions to form precise conclusions about meanings	Student Edition No Match Teacher Edition No Match	SE Location No Match TE Location No Match