

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>Discovering Drawing</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>				
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks	(i) use visual comparisons to illustrate concepts from direct observation for original artworks	<u>Student Edition</u> 51-Ins 52-Ac <u>Teacher Edition</u> 51-Ins 52-Ac	<u>SE Location</u> How to... Try It <u>TE Location</u> Design Extension Design Extension
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks	(ii) use visual comparisons to illustrate ideas from direct observation for original artworks	<u>Student Edition</u> 64-65-Ins 196-197-Ac <u>Teacher Edition</u> 86-Ins 96-Ac	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Create It 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:	(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks	(iii) use visual comparisons to illustrate concepts from original sources for original artworks	<u>Student Edition</u> 61-Ins 65-Ac <u>Teacher Edition</u> 24-Ins 96-Ac	<u>SE Location</u> Try It For Your Sketchbook <u>TE Location</u> Studio Objectives Electronic Learning
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks	(iv) use visual comparisons to illustrate ideas from original sources for original artworks	<u>Student Edition</u> 24-25-Ins 95-Ac <u>Teacher Edition</u> 24-Ins 96-Ac	<u>SE Location</u> Studio Experience Try It <u>TE Location</u> Studio Objectives Aesthetics

<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(v) use visual comparisons to illustrate concepts from experiences for original artworks</p>	<p><u>Student Edition</u> 103-Ins 202-Ac</p> <p><u>Teacher Edition</u> 202-Ins 207-Ac</p>	<p><u>SE Location</u> Try It Try It</p> <p><u>TE Location</u> Meeting Individual Needs Interdisciplinary Connections</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(vi) use visual comparisons to illustrate ideas from experiences for original artworks</p>	<p><u>Student Edition</u> 8-Ins 216-217-Ac</p> <p><u>Teacher Edition</u> 9-Ins 216-Ac</p>	<p><u>SE Location</u> Drawing as Expression Studio Experience</p> <p><u>TE Location</u> Meeting Individual Needs Create It</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(vii) use visual comparisons to illustrate concepts from narration for original artworks</p>	<p><u>Student Edition</u> 8-Ins 194-Ac</p> <p><u>Teacher Edition</u> 191-Ins 6-Ac</p>	<p><u>SE Location</u> Drawing as Story Try It</p> <p><u>TE Location</u> Inquiry 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>(viii) use visual comparisons to illustrate ideas from narration for original artworks</p>	<p><u>Student Edition</u> 214-Ins 9-Ac</p> <p><u>Teacher Edition</u> 137-Ins 9-Ac</p>	<p><u>SE Location</u> How to... Try It</p> <p><u>TE Location</u> Interdisciplinary Connection Interdisciplinary Connection</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(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> 9-Ins 106-107-Ac</p> <p><u>Teacher Edition</u> 9-Ins 106-Ins</p>	<p><u>SE Location</u> Try It Studio Experience</p> <p><u>TE Location</u> Try It Create It</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(x) use visual comparisons to illustrate ideas from imagination for original artworks</p>	<p><u>Student Edition</u> 106-107-Ins 216-217-Ac</p> <p><u>Teacher Edition</u> 6-Ins 106-Ac</p>	<p><u>SE Location</u> Studio Experience Studio Experience</p> <p><u>TE Location</u> Design Extension Create It</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(i) identify the elements of art, including line, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 11-Ins 76-77-Ac</p> <p><u>Teacher Edition</u> 30-Ins 76-77-Ac</p>	<p><u>SE Location</u> Elements of Design How to...</p> <p><u>TE Location</u> Art Criticism How to...</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>(iii) identify the elements of art, including shape, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 31-Ins 53-Ac</p> <p><u>Teacher Edition</u> 53-Ins 55-Ac</p>	<p><u>SE Location</u> Shape and Form Try It</p> <p><u>TE Location</u> Teaching Tip Art Criticism</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> 53-Ins 75-Ac</p> <p><u>Teacher Edition</u> 53-Ins 75-Ac</p>	<p><u>SE Location</u> Try It Try It</p> <p><u>TE Location</u> Teaching Tip Meeting Individual Needs</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> 34-Ins 64-65-Ac</p> <p><u>Teacher Edition</u> 34-Ins 75-Ac</p>	<p><u>SE Location</u> Try It Studio Experience</p> <p><u>TE Location</u> Inquiry Meeting Individual Needs</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> 34-Ins 44-45-Ac</p> <p><u>Teacher Edition</u> 35-Ins 106-Ac</p>	<p><u>SE Location</u> Try It Studio Experience</p> <p><u>TE Location</u> Meeting Individual Needs Studio Objectives</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> 34-Ins 106-107-Ac</p> <p><u>Teacher Edition</u> 96-Ins 42-Ac</p>	<p><u>SE Location</u> Texture Studio Exploration</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>(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> 106-107-Ins 126-Ac</p> <p><u>Teacher Edition</u> 106-107-Ins 78-Ac</p>	<p><u>SE Location</u> Studio Experience Try It</p> <p><u>TE Location</u> Studio Experience For Your Sketchbook</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>(x) apply the elements of art, including form, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 72-Ins 178-179-Ac</p> <p><u>Teacher Edition</u> 42-Ins 72-Ac</p>	<p><u>SE Location</u> How to... Studio Experience</p> <p><u>TE Location</u> Inquiry How to...</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(xi) identify the elements of art, including space, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 36-Ins 57-Ac</p> <p><u>Teacher Edition</u> 49-Ins 57-Ac</p>	<p><u>SE Location</u> Space Try It</p> <p><u>TE Location</u> Tips for Using the Opening Image Try It</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(xii) apply the elements of art, including space, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 57-Ins 64-65-Ac</p> <p><u>Teacher Edition</u> 64-65-Ac 75-Ins</p>	<p><u>SE Location</u> Try It Studio Experience</p> <p><u>TE Location</u> Studio Experience Meeting Individual Needs</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(xiii) identify the elements of art, including value, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 32-Ins 33-Ac</p> <p><u>Teacher Edition</u> 75-Ins 187-Ac</p>	<p><u>SE Location</u> Value Try It</p> <p><u>TE Location</u> Documenting and Exhibiting Art How to...</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(xiv) apply the elements of art, including value, as the fundamentals of art in personal artworks</p>	<p><u>Student Edition</u> 33-Ins 81-Ac</p> <p><u>Teacher Edition</u> 81-Ins 187-Ac</p>	<p><u>SE Location</u> Try It How to...</p> <p><u>TE Location</u> Teaching Tip How to...</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(i) identify the principles of design, including emphasis, in personal artworks</p>	<p><u>Student Edition</u> 38-Ins 196-197-Ac</p> <p><u>Teacher Edition</u> 38-Ins 216-217-Ac</p>	<p><u>SE Location</u> Emphasis Studio Experience</p> <p><u>TE Location</u> Teaching Tip Studio Activity</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(ii) apply the principles of design, including emphasis, in personal artworks</p>	<p><u>Student Edition</u> 38-Ins 178-179-Ac</p> <p><u>Teacher Edition</u> 38-Ins 196-197-Ac</p>	<p><u>SE Location</u> Try It Studio Experience</p> <p><u>TE Location</u> Teaching Tip 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>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(iv) apply the principles of design, including repetition/pattern, in personal artworks</p>	<p><u>Student Edition</u> 44-45-Ins 216-217-Ac</p> <p><u>Teacher Edition</u> 44-45-Ins 216-217-Ac</p>	<p><u>SE Location</u> Studio Experience Studio Experience</p> <p><u>TE Location</u> Studio Exploration Studio Exploration</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(v) identify the principles of design, including movement/rhythm, in personal artworks</p>	<p><u>Student Edition</u> 42-Ins 207-Ac</p> <p><u>Teacher Edition</u> 207-Ins 216-217-Ac</p>	<p><u>SE Location</u> Rhythm and Movement Principles of Design</p> <p><u>TE Location</u> Interdisciplinary Connections Studio Experience</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(vi) apply the principles of design, including movement/rhythm, in personal artworks</p>	<p><u>Student Edition</u> 171-Ins 216-217-Ac</p> <p><u>Teacher Edition</u> 191-Ins 216-217-Ac</p>	<p><u>SE Location</u> Try It Studio Exploration</p> <p><u>TE Location</u> Try It Studio Exploration</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(vii) identify the principles of design, including contrast/variety, in personal artworks</p>	<p><u>Student Edition</u> 36-Ins 217-Ac</p> <p><u>Teacher Edition</u> 71-Ins 106-Ac</p>	<p><u>SE Location</u> Contrast Sketchbook Connection</p> <p><u>TE Location</u> Inquiry Create It</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(viii) apply the principles of design, including contrast/variety, in personal artworks</p>	<p><u>Student Edition</u> 44-45-Ins 217-Ac</p> <p><u>Teacher Edition</u> 44-45-Ins 217-Ac</p>	<p><u>SE Location</u> Studio Experience Sketchbook Connection</p> <p><u>TE Location</u> Studio Experience 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>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(ix) identify the principles of design, including balance, in personal artworks</p>	<p><u>Student Edition</u> 40-Ins 44-45-Ac</p> <p><u>Teacher Edition</u> 40-Ins 216-217-Ac</p>	<p><u>SE Location</u> Balance Studio Experience</p> <p><u>TE Location</u> Analysis Studio Experience</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(x) apply the principles of design, including balance, in personal artworks</p>	<p><u>Student Edition</u> 47-Ins 216-217-Ac</p> <p><u>Teacher Edition</u> 47-Ins 216-217-Ac</p>	<p><u>SE Location</u> Chapter Review Studio Experience</p> <p><u>TE Location</u> Review Answers Studio Experience</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(xi) identify the principles of design, including proportion, in personal artworks</p>	<p><u>Student Edition</u> 141-Ins 20-21-Ac</p> <p><u>Teacher Edition</u> 21-Ins 154-Ac</p>	<p><u>SE Location</u> Note It How to...</p> <p><u>TE Location</u> Teaching Tip Studio Objectives</p>

<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(xii) apply the principles of design, including proportion, in personal artworks</p>	<p><u>Student Edition</u> 141-Ins 154-155-Ac</p> <p><u>Teacher Edition</u> 20-21-Ins 154-155-Ac</p>	<p><u>SE Location</u> Try It Studio Experience</p> <p><u>TE Location</u> How to... Studio Experience</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(xiii) identify the principles of design, including unity, in personal artworks</p>	<p><u>Student Edition</u> 43-Ins 217-Ac</p> <p><u>Teacher Edition</u> 43-Ins 217-Ac</p>	<p><u>SE Location</u> Unity Sketchbook Connection</p> <p><u>TE Location</u> Meeting Individual Needs 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>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(xiv) apply the principles of design, including unity, in personal artworks</p>	<p><u>Student Edition</u> 141-Ins 217-Ac</p> <p><u>Teacher Edition</u> 43-Ins 217-Ac</p>	<p><u>SE Location</u> Try It Sketchbook Connection</p> <p><u>TE Location</u> Meeting Individual Needs 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>(D) explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately</p>	<p>(i) explore suitability of art media to express specific ideas relating to visual themes of artworks, using art vocabulary accurately</p>	<p><u>Student Edition</u> 12-17-Ins 107-Ac</p> <p><u>Teacher Edition</u> 12-Ins 16-Ac</p>	<p><u>SE Location</u> Drawing Media and Materials For Your Sketchbook</p> <p><u>TE Location</u> Design Extension 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>(D) explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately</p>	<p>(ii) explore suitability of art processes to express specific ideas relating to visual themes of artworks, using art vocabulary accurately</p>	<p><u>Student Edition</u> 78-Ins 98-Ac</p> <p><u>Teacher Edition</u> 21-Ins 51-Ac</p>	<p><u>SE Location</u> Drawing on History Try It</p> <p><u>TE Location</u> Teaching Tip Design Extension</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:</p>	<p>(A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent</p>	<p>(i) create original artworks using multiple solutions from direct observation in order to expand personal themes that demonstrate artistic talent</p>	<p><u>Student Edition</u> 51-Ins 178-179-Ac</p> <p><u>Teacher Edition</u> 50-Ins 178-179-Ac</p>	<p><u>SE Location</u> How to... Studio Experience</p> <p><u>TE Location</u> Meeting Individual Needs Studio Objectives</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:</p>	<p>(A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent</p>	<p>(ii) create original artworks using multiple solutions from original sources in order to expand personal themes that demonstrate artistic intent</p>	<p><u>Student Edition</u> 35-Ins 24-25-Ac</p> <p><u>Teacher Edition</u> 96-Ins 24-25-Ac</p>	<p><u>SE Location</u> Try It Studio Exploration</p> <p><u>TE Location</u> Aesthetics Studio Objectives</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:</p>	<p>(A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent</p>	<p>(iii) create original artworks using multiple solutions from experiences in order to expand personal themes that demonstrate artistic intent</p>	<p><u>Student Edition</u> 202-Ins 216-217-Ac</p> <p><u>Teacher Edition</u> 207-Ins 216-217-Ac</p>	<p><u>SE Location</u> Try It Studio Experience</p> <p><u>TE Location</u> Interdisciplinary Connections Create It</p>

<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:</p>	<p>(A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent</p>	<p>(iv) create original artworks using multiple solutions from imagination in order to expand personal themes that demonstrate artistic intent</p>	<p><u>Student Edition</u> 9-Ins 106-107-Ac</p> <p><u>Teacher Edition</u> 9-Ins 106-Ac</p>	<p><u>SE Location</u> Try It Studio Experience</p> <p><u>TE Location</u> Meeting Individual Needs Create It</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:</p>	<p>(B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions</p>	<p>(i) apply design skills in creating practical applications in order to make successful design decisions</p>	<p><u>Student Edition</u> 5-Ins 127-Ac</p> <p><u>Teacher Edition</u> 5-Ins 127-Ac</p>	<p><u>SE Location</u> Try It Try It</p> <p><u>TE Location</u> Try It Try It</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:</p>	<p>(B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions</p>	<p>(ii) apply design skills in clarifying presentations in order to make successful design decisions</p>	<p><u>Student Edition</u> 67-Ins 65-Ac</p> <p><u>Teacher Edition</u> 122-Ins 127-Ac</p>	<p><u>SE Location</u> For Your Portfolio For Your Sketchbook</p> <p><u>TE Location</u> Documenting and Exhibiting Art Documenting and Exhibiting Art</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:</p>	<p>(B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions</p>	<p>(iii) apply design skills in examining consumer choices in order to make successful design decisions</p>	<p><u>Student Edition</u> 5-Ins 127-Ac</p> <p><u>Teacher Edition</u> 5-Ins 127-Ac</p>	<p><u>SE Location</u> Try It Try It</p> <p><u>TE Location</u> Try It Interdisciplinary Connection</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:</p>	<p>(C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination</p>	<p>(i) use an understanding of copyright to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination</p>	<p><u>Student Edition</u> 23-Ins 24-25-Ac</p> <p><u>Teacher Edition</u> 122-Ins 177-Ac</p>	<p><u>SE Location</u> Note It Studio Experience</p> <p><u>TE Location</u> Interdisciplinary Connection Inquiry</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:</p>	<p>(C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination</p>	<p>(ii) use an understanding of public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination</p>	<p><u>Student Edition</u> 23-Ins 24-25-Ac</p> <p><u>Teacher Edition</u> 122-Ins 177-Ac</p>	<p><u>SE Location</u> Note It Studio Experience</p> <p><u>TE Location</u> Interdisciplinary Connection Inquiry</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:</p>	<p>(D) create original artwork to communicate thoughts, feelings, ideas, or impressions</p>	<p>(i) create original artwork to communicate thoughts, feelings, ideas, or impressions</p>	<p><u>Student Edition</u> 79-Ins 216-217-Ac</p> <p><u>Teacher Edition</u> 204-Ins 216-Ac</p>	<p><u>SE Location</u> Try It Studio Experience</p> <p><u>TE Location</u> Meeting Individual Needs Create It</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:</p>	<p>(E) collaborate to create original works of art</p>	<p>(i) collaborate to create original works of art</p>	<p><u>Student Edition</u> 144-Ins 188-Ac</p> <p><u>Teacher Edition</u> 50-Ins 188-Ac</p>	<p><u>SE Location</u> For Your Sketchbook Try It</p> <p><u>TE Location</u> Design Extension Try It</p>

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:	(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> 44-45-Ins 178-179-Ac <u>Teacher Edition</u> 126-Ins 178-Ac	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Design Extension Create It
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:	(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> 106-107-Ins 178-179-Ac <u>Teacher Edition</u> 16-Ins 106-Ac	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Inquiry Studio Objectives
(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> 17-Ins 100-101-Ac <u>Teacher Edition</u> 17-Ins 100-101-Ac	<u>SE Location</u> Printmaking How to... <u>TE Location</u> Printmaking How to...
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(iv) select from a variety of art media to communicate specific ideas in sculpture	<u>SE Location</u> 59-Ins 74-Ac <u>TE Location</u> 59-Ins 74-Ac	<u>SE Location</u> Drawing Becomes Try It <u>TE Location</u> Drawing Becomes Try It
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:	(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> 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	(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> 16-Ins 44-45-Ac <u>Teacher Edition</u> 61-Ins 189-Ac	<u>SE Location</u> Note It Studio Experience <u>TE Location</u> Inquiry 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:	(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> 143-Ins 16-Ac <u>Teacher Edition</u> 92-Ins 188-Ac	<u>SE Location</u> Try It Note It <u>TE Location</u> Inquiry Teaching Tip

(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> 17-Ins 195-Ac <u>Teacher Edition</u> 16-Ins 89-Ac	<u>SE Location</u> Try It How to... <u>TE Location</u> Inquiry Digital Imaging
(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> 12-17-Ins 196-197-Ac <u>Teacher Edition</u> 12-Ins 16-Ac	<u>SE Location</u> Drawing Media and Materials Studio Experience <u>TE Location</u> Meeting Individual Needs 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:	(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> 106-107-Ins 178-179-Ac <u>Teacher Edition</u> 16-Ins 106-Ac	<u>SE Location</u> Studio Experience Studio Experience <u>TE Location</u> Inquiry Studio Objectives
(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> 17-Ins 100-101-Ac <u>Teacher Edition</u> 17-Ins 100-101-Ac	<u>SE Location</u> Printmaking How to... <u>TE Location</u> Printmaking How to...
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xiv) select from a variety of art tools to communicate specific ideas in sculpture	<u>Student Edition</u> 59-Ins 75-Ac <u>Teacher Edition</u> 59-Ins 75-Ac	<u>SE Location</u> Drawing Becomes Try It <u>TE Location</u> Drawing Becomes Try It
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:	(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> 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	(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> 78-Ins 44-45-Ac <u>Teacher Edition</u> 78-Ins 44-45-Ac	<u>SE Location</u> Drawing on History Studio Experience <u>TE Location</u> For Your Sketchbook Studio Experience
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem- solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xix) select from a variety of art tools to communicate specific ideas in photography	<u>Student Edition</u> 16-Ins 143-Ac <u>Teacher Edition</u> 16-Ins 143-Ac	<u>SE Location</u> Note It Try It <u>TE Location</u> Note It 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:	(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> 17-Ins 195-Ac <u>Teacher Edition</u> 89-Ins 195-Ac	<u>SE Location</u> Try It How to... <u>TE Location</u> Design Extension How to...
(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> 41-Ins 27-Ac <u>Teacher Edition</u> 161-Ins 8-Ac	<u>SE Location</u> Drawing on History Writing about Art <u>TE Location</u> Art History Art History
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(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> 67-Ins 89-Ac <u>Teacher Edition</u> 55-Ins 89-Ac	<u>SE Location</u> Writing About Art Writing About Art <u>TE Location</u> Interdisciplinary Connection Writing About Art
(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> 27-Ins 24-25-Ac <u>Teacher Edition</u> 3-Ins 24-Ac	<u>SE Location</u> Writing About Art Studio Exploration <u>TE Location</u> Art History Studio Objectives
(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> 123-Ins 122-Ac <u>Teacher Edition</u> 9-Ins 109-Ac	<u>SE Location</u> Drawing Becomes Try It <u>TE Location</u> Interdisciplinary Connection Documenting and Exhibiting Art
(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> 26-Ins 131-Ac <u>Teacher Edition</u> 160-Ins 131-Ac	<u>SE Location</u> Career Profile For Your Portfolio <u>TE Location</u> Career Connection For Your Portfolio
(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> 88-Ins 131-Ac <u>Teacher Edition</u> 131-Ins 160-Ac	<u>SE Location</u> Career Profile For Your Portfolio <u>TE Location</u> For Your Portfolio 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> 66-Ins 180-R <u>Teacher Edition</u> 160-Ins 180-R	<u>SE Location</u> Career Profile Career Profile <u>TE Location</u> Career Connection 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> 199-Ins 202-Ac <u>Teacher Edition</u> 42-Ins 202-Ac	<u>SE Location</u> For Your Portfolio Try It <u>TE Location</u> Inquiry Try It

(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(v) examine avocational opportunities in art	<u>Student Edition</u> 6-Ins 79-Ac <u>Teacher Edition</u> 6-Ins 6-Ac	<u>SE Location</u> Drawing for Understanding Try It <u>TE Location</u> Drawing for Understanding Design Extension
(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> 18-Ins 27-Ac <u>Teacher Edition</u> 18-Ins 9-Ac	<u>SE Location</u> Sketchbooks Chapter Review <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:	(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> 24-Ins 219-Ac <u>Teacher Edition</u> 24-Ins 71-Ac	<u>SE Location</u> Studio Experienc For Your Portfolio <u>TE Location</u> Assess Inquiry
(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> 96-Ins 219-Ac <u>Teacher Edition</u> 96-Ins 219-Ac	<u>SE Location</u> Try It For Your Portfolio <u>TE Location</u> Try It For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(iii) justify artistic decisions in artwork by self	<u>Student Edition</u> 109-Ins 219-Ac <u>Teacher Edition</u> 71-Ins 109-Ac	<u>SE Location</u> Chapter Review For Your Portfolio <u>TE Location</u> Inquiry Chapter Review
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(iv) interpret artistic decisions in artwork by peer	<u>Student Edition</u> 67-Ins 188-Ac <u>Teacher Edition</u> 67-Ins 188-Ac	<u>SE Location</u> For Your Portfolio Try It <u>TE Location</u> For Your Portfolio Try It
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(v) evaluate artistic decisions in artwork by peer	<u>Student Edition</u> 67-Ins 122-Ac <u>Teacher Edition</u> 67-Ins 122-Ac	<u>SE Location</u> For Your Portfolio Try It <u>TE Location</u> For Your Portfolio Try It
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(vi) justify artistic decisions in artwork by peer	<u>Student Edition</u> 67-Ins 188-Ac <u>Teacher Edition</u> 67-Ins 188-Ac	<u>SE Location</u> For Your Portfolio Try It <u>TE Location</u> For Your Portfolio Try It
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(vii) interpret artistic decisions in artwork by other artists	<u>Student Edition</u> 11-Ins 27-Ac <u>Teacher Edition</u> 11-Ins 22-Ac	<u>SE Location</u> Try It Chapter Review <u>TE Location</u> Art Criticism Art Criticism

(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(viii) evaluate artistic decisions in artwork by other artists	<u>Student Edition</u> 10-11-Ins 11-Ac <u>Teacher Edition</u> 11-Ins 55-Ac	<u>SE Location</u> Criticism and the Critical Process Try It <u>TE Location</u> Art Criticism Art Criticism
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(ix) justify artistic decisions in artwork by other artists	<u>Student Edition</u> 10-11-Ins 11-Ac <u>Teacher Edition</u> 146-Ins 186-Ac	<u>SE Location</u> Criticism and the Critical Process Try It <u>TE Location</u> Art Criticism Art Criticism
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(B) evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork	(i) evaluate artwork using a method of critique	<u>Student Edition</u> 10-11-Ins 11-Ac <u>Teacher Edition</u> 10-Ins 146-Ac	<u>SE Location</u> Criticism and the Critical Process Try It <u>TE Location</u> Art Criticism Art Criticism
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(B) evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork	(ii) analyze artwork using a method of critique	<u>Student Edition</u> 10-11-Ins 11-Ac <u>Teacher Edition</u> 10-Ins 146-Ac	<u>SE Location</u> Criticism and the Critical Process Try It <u>TE Location</u> Art Criticism Art Criticism
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(C) use responses to artwork critiques to make decisions about future directions in personal work	(i) use responses to artwork critiques to make decisions about future directions in personal work	<u>Student Edition</u> 25-Ins 47-Ac <u>Teacher Edition</u> 25-Ins 47-Ac	<u>SE Location</u> For Your Sketchbook For Your Portfolio <u>TE Location</u> For Your Sketchbook 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	<u>Student Edition</u> 27-Ins 67-Ac <u>Teacher Edition</u> 42-Ins 75-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio <u>TE Location</u> Documenting and Exhibiting Art Documenting and Exhibiting 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:	(D) construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning	(ii) construct a physical or electronic portfolio by analyzing personal original artworks to provide evidence of learning	<u>Student Edition</u> 47-Ins 67-Ac <u>Teacher Edition</u> 67-Ins 174-Ac	<u>SE Location</u> For Your Portfolio For Your Portfolio <u>TE Location</u> For Your Portfolio Teaching Tip
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(i) select original artwork to form precise conclusions about formal qualities	<u>Student Edition</u> 27-Ins 47-Ac <u>Teacher Edition</u> 27-Ins 47-Ac	<u>SE Location</u> Chapter Review Chapter Review <u>TE Location</u> Chapter Review Chapter Review
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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> 97-Ins 27-Ac <u>Teacher Edition</u> 3-Ins 8-Ac	<u>SE Location</u> Drawing on History Writing About Art <u>TE Location</u> Art History 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	(iii) select original artwork to form precise conclusions about cultural contexts	<u>Student Edition</u> 55-Ins 89-Ac <u>Teacher Edition</u> 55-Ins 89-Ac	<u>SE Location</u> Drawing on History Chapter Review <u>TE Location</u> Interdisciplinary ConnectionChapter Review
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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> 199-Ins 93-Ac <u>Teacher Edition</u> 11-Ins 93-Ac	<u>SE Location</u> Chapter Review Try It <u>TE Location</u> Inquiry Try It
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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> 157-Ins 199-Ac <u>Teacher Edition</u> 10-Ins 199-Ac	<u>SE Location</u> Writing About Art Chapter Review <u>TE Location</u> Aesthetics Chapter Review
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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> 47-Ins 89-Ac <u>Teacher Edition</u> 47-Ins 89-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	(vii) select portfolios to form precise conclusions about historical contexts	<u>Student Edition</u> 157-Ins 24-25-Ac <u>Teacher Edition</u> 157-Ins 24-25-Ac	<u>SE Location</u> For Your Portfolio Studio Experience <u>TE Location</u> For Your Portfolio Studio Experience
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(viii) select portfolios to form precise conclusions about cultural contexts	<u>Student Edition</u> 119-Ins 109-Ac <u>Teacher Edition</u> 109-Ins 96-Ac	<u>SE Location</u> Note It Writing About Art <u>TE Location</u> Writing About Art Electronic Learning
(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> 131-Ins 157-Ac <u>Teacher Edition</u> 109-Ins 157-Ac	<u>SE Location</u> For Your Portfolio Writing About Art <u>TE Location</u> Writing About Art For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(x) select portfolios to form precise conclusions about meanings	<u>Student Edition</u> 67-Ins 216-217-Ac <u>Teacher Edition</u> 67-Ins 216-217-Ac	<u>SE Location</u> For Your Portfolio Studio Experience <u>TE Location</u> For Your Portfolio Studio Experience
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xi) select exhibitions to form precise conclusions about formal qualities	<u>Student Edition</u> No Match <u>Teacher Edition</u> 24-Ins 75-Ac	<u>SE Location</u> No Match <u>TE Location</u> Documenting and Exhibiting Art Documenting and Exhibiting 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	(xii) select exhibitions to form precise conclusions about historical contexts	<u>Student Edition</u> No Match <u>Teacher Edition</u> 127-Ins	<u>SE Location</u> No Match <u>TE Location</u> Documenting and Exhibiting 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	(xiii) select exhibitions to form precise conclusions about cultural contexts	<u>Student Edition</u> No Match <u>Teacher Edition</u> 109-Ins	<u>SE Location</u> No Match <u>TE Location</u> Documenting and Exhibiting 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	(xiv) select exhibitions to form precise conclusions about intentions	Student Edition No Match Teacher Edition 122-Ins	SE Location No Match TE Location Documenting and Exhibiting 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	(xv) select exhibitions to form precise conclusions about meanings	Student Edition 83-Ins 219-Ac Teacher Edition 11-Ins 219-Ac	SE Location Try It Writing About Art TE Location Inquiry 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	(xvi) analyze original artwork to form precise conclusions about formal qualities	Student Edition 10-11-Ins 27-Ac Teacher Edition 10-Ins 89-Ac	SE Location Criticism and the Critical Process Chapter Review TE Location Art Criticism 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	Student Edition 55-Ins 27-Ac Teacher Edition 55-Ins 146-Ac	SE Location Drawing on History Writing About Art TE Location Art Criticism 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	(xviii) analyze original artwork to form precise conclusions about cultural contexts	Student Edition 27-Ins 109-Ac Teacher Edition 89-Ins 146-Ac	SE Location Writing About Art Writing About Art TE Location Chapter Review 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	(xix) analyze original artwork to form precise conclusions about intentions	Student Edition 199-Ins 93-Ac Teacher Edition 11-Ins 199-Ac	SE Location Chapter Review Try It TE Location Inquiry Chapter Review
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(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	Student Edition 157-Ins 199-Ac Teacher Edition 157-Ins 219-Ac	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:	(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	Student Edition 219-Ins 89-Ac Teacher Edition 219-Ins 89-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:	(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 89-Ins Teacher Edition 89-Ins	SE Location Writing About Art TE Location 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	(xxiii) analyze portfolios to form precise conclusions about cultural contexts	Student Edition 181-Ins Teacher Edition 181-Ins 86-Ac	SE Location Writing About Art TE Location Writing About Art Electronic Learning

(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	<u>Student Edition</u> 47-Ins 157-Ac <u>Teacher Edition</u> 47-Ins 157-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	(xxv) analyze portfolios to form precise conclusions about meanings	<u>Student Edition</u> 219-Ins 216-217-Ac <u>Teacher Edition</u> 219-Ins 216-217-Ac	<u>SE Location</u> Writing About Art Studio Experience <u>TE Location</u> Writing About Art Studio Experience
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxvi) analyze exhibitions to form precise conclusions about formal qualities	<u>Student Edition</u> No Match <u>Teacher Edition</u> 24-Ins	<u>SE Location</u> No Match <u>TE Location</u> Documenting and Exhibiting 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	(xxvii) analyze 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	(xxviii) analyze exhibitions to form precise conclusions about cultural contexts	<u>Student Edition</u> No Match <u>Teacher Edition</u> 191-Ins	<u>SE Location</u> No Match <u>TE Location</u> Documenting and Exhibiting 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	(xxix) analyze 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
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