

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student Material						
Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts					
Subchapter	Subchapter E. Middle School, Adopted 2013					
Course	§117.203. Art, Middle School 2, Adopted 2013.					
Publisher	Davis Publications, Inc.					
Program Title	Experience Art					
Program ISBN	978-1-64164-155-5					
(a) Introduction.						
<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>						
(b) Knowledge and skills.						
Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(A) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international	(i) identify ideas from direct observation	Instruction	978-1-64164-155-5 (Student Book)	82-83	2.2 Approaches to Artmaking: Creating Interest with Ordinary Objects
			Activity	978-1-64164-155-5 (Student Book)	84	2.2 Studio Investigations: Investigating Value, Texture, and Contrast: Investigate and Document
			Activity	978-1-64164-155-5 (Student Book)	86-87	2.2 Studio Experience: Drawing Objects with a Focus: Consider Your Choices
			Assessment	978-1-64164-155-5 (Student Book)	110	2 Daily Life Art Criticm

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(ii) identify ideas from original sources</p>	<p>Instruction</p>	<p>978-1-64164-155-5 (Student Book)</p>	<p>226-227</p>	<p>5.4 Artist Stories: How Does Tanya Aguiniga Work?</p>
			<p>Activity</p>	<p>978-1-64164-155-5 (Student Book)</p>	<p>230-231</p>	<p>5.4 Studio Experience: Weaving Our Borders: Consider Your Choices</p>
			<p>Assessment</p>	<p>978-1-64164-155-5 (Student Book)</p>	<p>237</p>	<p>5 Place Unit Review: Write about Art</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) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(iii) identify ideas from imagination</p>	<p>Instruction</p>	<p>978-1-64164-155-5 (Student Book)</p>	<p>132-133</p>	<p>3.3 Traditions: Changing Traditions in Collage and Mixed Media</p>
			<p>Activity</p>	<p>978-1-64164-155-5 (Student Book)</p>	<p>136-137</p>	<p>3.3 Studio Investigations: Investigating Collage: Investigate and Document</p>
			<p>Assessment</p>	<p>978-1-64164-155-5 (Student Book)</p>	<p>152</p>	<p>3 Identity Art Criticism: Responding to Art and Design</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) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(iv) identify ideas from personal experiences</p>	<p>Instruction</p>	<p>978-1-64164-155-5 (Student Book)</p>	<p>130-131</p>	<p>3.2 Evolving Ideas: Personal Narrative</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	978-1-64164-155-5 (Student Book)	138	3.3 Studio Experience: Collage Collaboration and Group Identity: Consider Your Choices
			Assessment	978-1-64164-155-5 (Student Book)	153	3 Identity Unit Review: For Your Portfolio
(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) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international	(v) identify ideas from communities	Instruction	978-1-64164-155-5 (Student Book)	200-201	5.1 Exploring the Theme: Community Places
			Activity	978-1-64164-155-5 (Student Book)	202-203	5.1 Studio Investigations: The Places You Go: Investigate and Document
			Assessment	978-1-64164-155-5 (Student Book)	236	5 Place Art Criticism
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(A) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international	(vi) illustrate ideas from direct observation	Instruction	978-1-64164-155-5 (Student Book)	164-165	4.2 Approaches to Artmaking: Observing and Drawing for Understanding
			Activity	978-1-64164-155-5 (Student Book)	168-169	4.2 Studio Investigations: Drawing Nature Close-Up: Investigate and Document
			Assessment	978-1-64164-155-5 (Student Book)	195	4 Nature Unit Review: For Your Portfolio

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(vii) illustrate ideas from original sources</p>	<p>Instruction</p>	<p>978-1-64164-155-5 (Student Book)</p>	<p>250-251</p>	<p>6.2 Approaches to Artmaking: Using Movement and Rhythm</p>
			<p>Activity</p>	<p>978-1-64164-155-5 (Student Book)</p>	<p>254-255</p>	<p>6.2 Studio Experience: Creating a Collaged Response</p>
			<p>Activity</p>	<p>978-1-64164-155-5 (Student Book)</p>	<p>264-265</p>	<p>6.3 Studio Experience: A Lesson in Print</p>
			<p>Assessment</p>	<p>978-1-64164-155-5 (Student Book)</p>	<p>279</p>	<p>6 Lessons Unit Review: Presenting Art and Design</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) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(viii) illustrate ideas from imagination</p>	<p>Instruction</p>	<p>978-1-64164-155-5 (Student Book)</p>	<p>302-303</p>	<p>7.3 Traditions: Materials and Methods of Sculpture</p>
			<p>Activity</p>	<p>978-1-64164-155-5 (Student Book)</p>	<p>304-305</p>	<p>7.3 Studio Investigations: Investigating Wire Forms</p>
			<p>Activity</p>	<p>978-1-64164-155-5 (Student Book)</p>	<p>306-307</p>	<p>7.3 Studio Experience: Creating a Fancy Festive Figure</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) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(ix) illustrate ideas from personal experiences</p>	<p>Instruction</p>	<p>978-1-64164-155-5 (Student Book)</p>	<p>116-117</p>	<p>3.1 Exploring the Theme: Shaping Identity</p>
			<p>Activity</p>	<p>978-1-64164-155-5 (Student Book)</p>	<p>118-119</p>	<p>3.1 Studio Investigating Boxes, Drawers, and Doors</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	978-1-64164-155-5 (Student Book)	120-121	3.1 Studio Experience: Identity Outside and In
			Assessment	978-1-64164-155-5 (Student Book)	153	3 Identity Unit Review: For Your Portfolio
<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) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(x) illustrate ideas from communities</p>	Instruction	978-1-64164-155-5 (Student Book)	308-309	7.4 Artist Stories: Jordan Casteel Celebrates Community
			Activity	978-1-64164-155-5 (Student Book)	314-315	7.4 Studio Experience: Painting People You Know
			Assessment	978-1-64164-155-5 (Student Book)	321	7 Celebrations Unit Review: Presenting Art and Design
<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) compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately</p>	<p>(i) compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately</p>	Instruction	978-1-64164-155-5 (Student Book)	80-83	2.2 Approaches to Artmaking: Using Value, Texture, and Contrast/Creating Interest with Ordinary Objects: Lesson Objectives
			Activity	978-1-64164-155-5 (Student Book)	84-85	2.2 Studio Investigations: Investigating Value, Texture, and Contrast
			Instruction	978-1-64164-155-5 (Student Book)	10-13	What visual tools do artists and designers use?: Elements of Art

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(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately	(i) compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately	Instruction	978-1-64164-155-5 (Student Book)	332-333	8.2 Approaches to Artmaking: Using Unity Variety, and Pattern/Beauty through Decoration: Lesson Objectives
			Activity	978-1-64164-155-5 (Student Book)	337	8.2 Studio Investigations: Investigating Pattern: As You Practice
			Instruction	978-1-64164-155-5 (Student Book)	14-17	What visual tools do artists and designers use?: Principles of Design
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(D) understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately	(i) understand the expressive properties of artworks	Instruction	978-1-64164-155-5 (Student Book)	56-59	1.4 Artist Stories: Kehinde Wiley Sends a Message/How Does Kehinde Wiley Work?
			Activity	978-1-64164-155-5 (Student Book)	60-61	1.4 Studio Investigations: Exploring Background Messages: Investigate and Document
			Activity	978-1-64164-155-5 (Student Book)	62-63	1.4 Studio Experience: Posing with History: Consider Your Choices
			Assessment	978-1-64164-155-5 (Student Book)	68	1 Messages Art Criticism
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(D) understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately	(ii) apply the expressive properties of artworks	Instruction	978-1-64164-155-5 (Student Book)	32-33	1.1 Exploring the Theme: Messages about Our Lives

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			Activity	978-1-64164-155-5 (Student Book)	34-35	1.1 Studio Investigations: Mapping Your Message
			Activity	978-1-64164-155-5 (Student Book)	36-37	1.1 Studio Experience: What Message Will You Send?
			Assessment	978-1-64164-155-5 (Student Book)	69	1 Messages Unit Review: For Your Portfolio
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community	(i) create original artworks that express a variety of ideas based on direct observations	Instruction	978-1-64164-155-5 (Student Book)	164-165	4.2 Approaches to Artmaking: Observing and Drawing for Understanding
			Activity	978-1-64164-155-5 (Student Book)	170-171	4.2 Studio Experience: A Nature-Themed Drawing
			Assessment	978-1-64164-155-5 (Student Book)	195	4 Nature Unit Review: For Your Portfolio
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community	(ii) create original artworks that express a variety of ideas based on original sources	Instruction	978-1-64164-155-5 (Student Book)	258-259	6.3 Traditions: Lessons in Print
			Activity	978-1-64164-155-5 (Student Book)	264-265	6.3 Studio Experience: A Lesson in Print
			Review	978-1-64164-155-5 (Student Book)	279	6 Lessons Unit Review: Presenting Art and Design
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community	(iii) create original artworks that express a variety of ideas based on personal experiences, including memory	Instruction	978-1-64164-155-5 (Student Book)	122-123	3.2 Approaches to Artmaking: Expressing Identity with Shape and Scale
			Activity	978-1-64164-155-5 (Student Book)	128-129	3.2 Studio Experience: Shaping Your Influences

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			Review	978-1-64164-155-5 (Student Book)	153	3 Identity Unit Review: For Your Portfolio
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community	(iv) create original artworks that express a variety of ideas based on personal experiences, including identity	Instruction	978-1-64164-155-5 (Student Book)	114-115	3.1 Exploring the Theme: Sources of Identity
			Activity	978-1-64164-155-5 (Student Book)	120-121	3.1 Studio Experience: Identity Outside and In
			Assessment	978-1-64164-155-5 (Student Book)	153	3 Identity Unit Review: Presenting Art and Design
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community	(v) create original artworks that express a variety of ideas based on personal experiences, including imagination	Instruction	978-1-64164-155-5 (Student Book)	38-41	1.2 Approaches to Artmaking: Connecting with Color/Color and Culture
			Activity	978-1-64164-155-5 (Student Book)	43	1.2 Studio Investigations: Investigating Color: Reflect
			Activity	978-1-64164-155-5 (Student Book)	44-45	1.2 Studio Experience: Expressing Mood with Color
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community	(vi) create original artworks that express a variety of ideas based on personal experiences, including the community	Instruction	978-1-64164-155-5 (Student Book)	310-311	7.4 Artist Stories: How Does Jordan Casteel Work?
			Activity	978-1-64164-155-5 (Student Book)	314-315	7.4 Studio Experience: Painting People You Know
			Assessment	978-1-64164-155-5 (Student Book)	321	7 Celebrations Unit Review: Presenting Art and Design

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(B) apply the art-making process to solve problems and generate design solutions	(i) apply the art-making process to solve problems	Instruction	978-1-64164-155-5 (Student Book)	218-219	5.3 Traditions: Onward and Upward
			Activity	978-1-64164-155-5 (Student Book)	220-221	5.3 Studio Investigations: Investigating Three-Dimensional Forms
			Activity	978-1-64164-155-5 (Student Book)	222-223	5.3 Studio Experience: Planning for Play
			Assessment	978-1-64164-155-5 (Student Book)	237	5 Place Unit Review: Presenting Art and Design
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(B) apply the art-making process to solve problems and generate design solutions	(ii) apply the art-making process to generate design solutions	Instruction	978-1-64164-155-5 (Student Book)	344-345	8.3 Traditions: How Do Designers Work?
			Activity	978-1-64164-155-5 (Student Book)	346-347	8.3 Studio Investigations: Investigating Design Solutions
			Activity	978-1-64164-155-5 (Student Book)	348-349	8.3 Studio Experience: Designing Objects for Living
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(i) apply technical skills effectively using a variety of materials to produce artworks, including drawings	Instruction	978-1-64164-155-5 (Student Book)	166-167	4.2 Approaches to Artmaking: Introducing Drawing and Line
			Activity	978-1-64164-155-5 (Student Book)	168-169	4.2 Studio Investigations: Drawing Nature Close-Up
			Activity	978-1-64164-155-5 (Student Book)	170-171	4.2 Studio Experience: A Nature-Themed Drawing

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<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) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media</p>	<p>(ii) apply technical skills effectively using a variety of materials to produce artworks, including paintings</p>	Instruction	978-1-64164-155-5 (Student Book)	48-49	1.3 Traditions: Painted Expressions
			Activity	978-1-64164-155-5 (Student Book)	52-53	1.3 Studio Investigations: Investigating Paint and Painting Tools
			Activity	978-1-64164-155-5 (Student Book)	54-55	1.3 Studio Experience: Exploring Boundaries
<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) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media</p>	<p>(iii) apply technical skills effectively using a variety of materials to produce artworks, including prints</p>	Instruction	978-1-64164-155-5 (Student Book)	260-261	6.3 Traditions: Making a Print
			Activity	978-1-64164-155-5 (Student Book)	262-263	6.3 Studio Investigations: Investigating Printmaking
			Activity	978-1-64164-155-5 (Student Book)	264-265	6.3 Studio Experience: A Lesson in Print
<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) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media</p>	<p>(iv) apply technical skills effectively using a variety of materials to produce artworks, including sculptures/modeled forms</p>	Instruction	978-1-64164-155-5 (Student Book)	302-303	7.3 Traditions: Materials and Methods of Sculpture
			Activity	978-1-64164-155-5 (Student Book)	304-305	7.3 Studio Investigations: Investigating Wire Forms
			Activity	978-1-64164-155-5 (Student Book)	306-307	7.3 Studio Experience: Creating a Fancy Festive Figure

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<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) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media</p>	<p>(v) apply technical skills effectively using a variety of materials to produce artworks, including ceramics</p>	Instruction	978-1-64164-155-5 (Student Book)	90-91	2.3 Traditions: Pottery in Our Lives
			Activity	978-1-64164-155-5 (Student Book)	94-95	2.3 Studio Investigations: Investigating Coiling and Joining Clay
			Activity	978-1-64164-155-5 (Student Book)	96-97	2.3 Studio Experience: Make and Decorate a Functional Coil Pot
<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) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media</p>	<p>(vi) apply technical skills effectively using a variety of materials to produce artworks, including fiber art</p>	Instruction	978-1-64164-155-5 (Student Book)	226-227	5.4 Artist Stories: How Does Tanya Aguina Work?
			Activity	978-1-64164-155-5 (Student Book)	228-229	5.4 Studio Investigations: Investigating Weaving
			Activity	978-1-64164-155-5 (Student Book)	230-231	5.4 Studio Experience: Weaving Our Borders
<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) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media</p>	<p>(vii) apply technical skills effectively using a variety of materials to produce artworks, including photographic imagery</p>	Instruction	978-1-64164-155-5 (Student Book)	72-73	2.1 Exploring the Theme: Recording Our Daily Life
			Activity	978-1-64164-155-5 (Student Book)	76-77	2.1 Studio Investigations: Explorations in Photography
			Activity	978-1-64164-155-5 (Student Book)	78-79	2.1 Studio Experience: Capturing a Day

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(viii) apply technical skills effectively using a variety of materials to produce artworks, including digital art and media	Instruction	978-1-64164-155-5 (Student Book)	328-329	8.1 Studio Investigations: Investigating Your Ideas about Beauty
			Activity	978-1-64164-155-5 (Student Book)	330-331	8.1 Studio Experience: Beauty in Time
			Instruction	978-1-64164-155-5 (Student Book)	191	4.5 Making Connections: STEAM: Science and Technology: Mel Chin: A Virtual View into the Future: Next Steps
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(D) use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination	(i) use an understanding of copyright to appropriate imagery when working from sources rather than direct observation or imagination	Instruction	978-1-64164-155-5 (Student Book)	214-215	5.2 Evolving Ideas: Appropriation
			Activity	978-1-64164-155-5 (Student Book)	136-137	3.3 Studio Investigations: Investigating Collage
			Activity	978-1-64164-155-5 (Student Book)	138-139	3.3 Studio Experience: Collage Collaboration and Group Identity
			Review	978-1-64164-155-5 (Student Book)	27	Introduction: How do artists and designers act ethically and responsibly as they create their work?: Appropriation
			Review	978-1-64164-155-5 (Student Book)	367-368	Student Handbook: Online Safety and Responsibility: Copyright
			Instruction	978-1-64164-155-5 (Student Book)	58-59	1.4 Artist Stories: How Does Kehinde Wiley Work?
			Activity	978-1-64164-155-5 (Student Book)	62-63	1.4 Studio Experience: Posing with History
			Review	978-1-64164-155-5 (Student Book)	26-27	Introduction: How do artists and designers act ethically and responsibly as they create their work?

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	978-1-64164-155-5 (Student Book)	367-368	Student Handbook: Online Safety and Responsibility: Copyright
(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) analyze ways that global, cultural, historical, and political issues influence artworks	(i) analyze ways that global issues influence artworks	Instruction	978-1-64164-155-5 (Student Book)	40-41	1.2 Approaches to Artmaking: Color and Culture
			Activity	978-1-64164-155-5 (Student Book)	46-47	1.2 Evolving Ideas: Recontextualization
			Instruction	978-1-64164-155-5 (Student Book)	50-51	1.3 Traditions: Traditions in Painting
			Instruction	978-1-64164-155-5 (Student Book)	124-125	3.2 Approaches to Artmaking: Experiencing Scale
			Assessment	978-1-64164-155-5 (Student Book)	152	3 Identity Art Criticism: Responding to Art and Design
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(A) analyze ways that global, cultural, historical, and political issues influence artworks	(ii) analyze ways that cultural issues influence artworks	Instruction	978-1-64164-155-5 (Student Book)	284-285	7.1 Exploring the Theme: Lessons from the Past
			Assessment	978-1-64164-155-5 (Student Book)	320	7 Celebrations Art Criticism: Responding to Art and Design
			Instruction	978-1-64164-155-5 (Student Book)	300	7.3 Traditions: The Tradition of Sculpture
			Assessment	978-1-64164-155-5 (Student Book)	279	6 Lessons Unit Review: Write about Art
			Instruction	978-1-64164-155-5 (Student Book)	109	2.5 Making Connections: Art History: Pieter Bruegel the Elder and Daily Life as He Saw 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:	(A) analyze ways that global, cultural, historical, and political issues influence artworks	(iii) analyze ways that historical issues influence artworks	Instruction	978-1-64164-155-5 (Student Book)	242-243	6.1 Exploring the Theme: Lessons from the Past
			Assessment	978-1-64164-155-5 (Student Book)	279	6 Lessons Unit Review: Presenting Art and Design
			Instruction	978-1-64164-155-5 (Student Book)	250-251	6.2 Approaches to Artmaking: Using Movement and Rhythm
			Instruction	978-1-64164-155-5 (Student Book)	46-47	1.2 Evolving Ideas: Recontextualization

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	978-1-64164-155-5 (Student Book)	227	6.5 Making Connections: Art History: Judy Chicago Invites Women in History to the Table
(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) analyze ways that global, cultural, historical, and political issues influence artworks	(iv) analyze ways that political issues influence artworks	Instruction	978-1-64164-155-5 (Student Book)	258-259	6.3 Traditions: Lessons in Print
			Assessment	978-1-64164-155-5 (Student Book)	320	7 Celebrations Art Criticism: Responding to Art and Design
			Instruction	978-1-64164-155-5 (Student Book)	260-261	6.3 Traditions: Making a Print (Captions)
			Instruction	978-1-64164-155-5 (Student Book)	67	1.5 Making Connections: Art History: The Olmec Heads of Ancient Mesoamerica
			Instruction	978-1-64164-155-5 (Student Book)	361	8.5 Making Connections: Art History: Noble Beauty in Royal Heads
(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 selected artworks to determine contemporary relevance in relationship to universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation	(i) analyze selected artworks to determine contemporary relevance in relationship to universal themes	Instruction	978-1-64164-155-5 (Student Book)	72-73	2.1 Exploring the Theme: Recording Our Daily Life
			Assessment	978-1-64164-155-5 (Student Book)	110	2 Daily Life Art Criticism: Responding to Art and Design
			Assessment	978-1-64164-155-5 (Student Book)	111	2 Daily Life Unit Review: Presenting Art and Design
			Assessment	978-1-64164-155-5 (Student Book)	236	5 Place Art Criticism: Responding to Art and Design
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(C) compare and contrast relationships that exist between a society's art and its music, literature, and architecture	(i) compare and contrast relationships that exist between a society's art and its music	Instruction	978-1-64164-155-5 (Student Book)	198	5.1 Exploring the Theme: Connecting with Places
			Activity	978-1-64164-155-5 (Student Book)	65	1.5 Making Connections: STEAM: Science and Technology: Nathalie Miebach: Weaving the Weather: Look, Think, and Respond
			Instruction	978-1-64164-155-5 (Student Book)	206	5.2 Connections through Space and Emphasis (Caption)

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	978-1-64164-155-5 (Student Book)	25	Introduction: What traditions do artists and designers follow?: Craft Traditions
(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) compare and contrast relationships that exist between a society's art and its music, literature, and architecture	(ii) compare and contrast relationships that exist between a society's art and its literature	Instruction	978-1-64164-155-5 (Student Book)	30-31	1.1 Exploring the Theme: Messages in Art and Design
			Assessment	978-1-64164-155-5 (Student Book)	69	1 Messages Unit Review: Write about Art
			Instruction	978-1-64164-155-5 (Student Book)	72-73	2.1 Exploring the Theme: Recording Our Daily Life
			Activity	978-1-64164-155-5 (Student Book)	160-161	4.1 Studio Investigations: Exploring Ideas for Art
			Instruction	978-1-64164-155-5 (Student Book)	256-257	6.2 Evolving Ideas: Text and Image
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(C) compare and contrast relationships that exist between a society's art and its music, literature, and architecture	(iii) compare and contrast relationships that exist between a society's art and its architecture	Instruction	978-1-64164-155-5 (Student Book)	216-217	5.3 Traditions: Shelters to Skyscrapers
			Activity	978-1-64164-155-5 (Student Book)	220-221	5.3 Studio Investigations: Investigating Three-Dimensional Forms
			Instruction	978-1-64164-155-5 (Student Book)	218-219	5.3 Traditions: Onward and Upward
			Instruction	978-1-64164-155-5 (Student Book)	235	5.5 Making Connections: A Place Known around the World
			Activity	978-1-64164-155-5 (Student Book)	274-275	6.5 Making Connections: STEAM: Engineering: Dièbèdo Francis Kéré: Building a Better Community
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) identify career and avocational choices in art such as various design, museum, and fine arts fields	(i) identify career and avocational choices in art	Instruction	978-1-64164-155-5 (Student Book)	108	2.5 Making Connections: Careers: Product Design
			Assessment	978-1-64164-155-5 (Student Book)	111	2 Daily Life Unit Review: Write about Art
			Instruction	978-1-64164-155-5 (Student Book)	192	4.5 Making Connections: Careers: Scientific Illustrator
			Activity	978-1-64164-155-5 (Student Book)	195	4 Nature Unit Review: Write about Art

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	978-1-64164-155-5 (Student Book)	318	7.5 Making Connections: Careers: Game Designer
(4) Critical evaluation and response. The student responds to and analyzes 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) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(i) create written or oral responses about personal or collaborative artworks addressing purpose	Instruction	978-1-64164-155-5 (Student Book)	4-7	Introduction: Why do people make art and design?
			Activity	978-1-64164-155-5 (Student Book)	97	2.3 Studio Experience: Make and Decorate a Functional Coil Pot: Reflect and Present
			Activity	978-1-64164-155-5 (Student Book)	223	5.3 Studio Experience: Planning for Play: Reflect and Present
			Assessment	978-1-64164-155-5 (Student Book)	68	1 Messages Art Criticism: Responding to Art and Design
			Assessment	978-1-64164-155-5 (Student Book)	194	4 Nature Art Criticism: Responding to Art and Design
(4) Critical evaluation and response. The student responds to and analyzes 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) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(ii) create written or oral responses about personal or collaborative artworks addressing technique	Instruction	978-1-64164-155-5 (Student Book)	260-261	6.3 Traditions: Making a Print
			Activity	978-1-64164-155-5 (Student Book)	263	6.3 Studio Investigations: Investigating Printmaking: Reflect
			Activity	978-1-64164-155-5 (Student Book)	265	6.3 Studio Experience: A Lesson in Print: Reflect and Present
			Assessment	978-1-64164-155-5 (Student Book)	279	6 Lessons Unit Review: For Your Portfolio
			Activity	978-1-64164-155-5 (Student Book)	139	3.3 Studio Experience: Collage Collaboration and Group Identity: Reflect and Present
(4) Critical evaluation and response. The student responds to and analyzes 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) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(iii) create written or oral responses about personal or collaborative artworks addressing organization	Instruction	978-1-64164-155-5 (Student Book)	206	5.2 Connections through Space and Emphasis
			Activity	978-1-64164-155-5 (Student Book)	211	5.2 Studio Investigations: Investigating Linear Perspective: Reflect
			Activity	978-1-64164-155-5 (Student Book)	213	5.2 Studio Experience: Playful with Perspective: Reflect and Present
			Assessment	978-1-64164-155-5 (Student Book)	236	5 Place Art Criticism: Responding to Art and Design

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	978-1-64164-155-5 (Student Book)	237	5 Place Unit Review: Write about Art
(4) Critical evaluation and response. The student responds to and analyzes 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) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(iv) create written or oral responses about personal or collaborative artworks addressing judgment	Instruction	978-1-64164-155-5 (Student Book)	74	2.1 Exploring the Theme: Objects in Our Daily Lives: The Value of Objects
			Activity	978-1-64164-155-5 (Student Book)	87	2.2 Studio Experience: Drawing Objects with a Focus: Reflect and Present
			Activity	978-1-64164-155-5 (Student Book)	105	2.4 Studio Experience: Create and Decorate Your Own Slab Pot: Reflect and Present
			Assessment	978-1-64164-155-5 (Student Book)	110	2 Daily Life Art Criticism: Responding to Art and Design
(4) Critical evaluation and response. The student responds to and analyzes 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) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(v) create written or oral responses about personal or collaborative artworks addressing personal expression	Instruction	978-1-64164-155-5 (Student Book)	114-115	3.1 Exploring the Theme: Sources of Identity
			Activity	978-1-64164-155-5 (Student Book)	119	3.1 Studio Investigations: Investigating Boxes, Drawers, and Doors: Reflect
			Activity	978-1-64164-155-5 (Student Book)	174	3.4 Studio Experience: Create a Guardian Figure: Reflect and Present
			Assessment	978-1-64164-155-5 (Student Book)	153	3 Identity Unit Review: For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes 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) analyze original artworks 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) analyze original artworks using a method of critique	Instruction	978-1-64164-155-5 (Student Book)	9	Introduction: How do artists and designers think and work?: Responding
			Assessment	978-1-64164-155-5 (Student Book)	152	3 Identity Art Criticism: Responding to Art and Design
			Assessment	978-1-64164-155-5 (Student Book)	320	7 Celebrations Art Criticism: Responding to Art and Design
			Assessment	978-1-64164-155-5 (Student Book)	362	8 Beauty Art Criticism: Responding to Art and Design

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Critical evaluation and response. The student responds to and analyzes 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) develop a portfolio that demonstrates progress	(i) develop a portfolio that demonstrates progress	Instruction	978-1-64164-155-5 (Student Book)	111	2 Daily Life Unit Review: For Your Portfolio
			Assessment	978-1-64164-155-5 (Student Book)	321	7 Celebrations Unit Review: For Your Portfolio
			Assessment	978-1-64164-155-5 (Student Book)	363	8 Beauty Unit Review: For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes 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) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art	(i) investigate original artworks in a variety of venues outside of the classroom	Instruction	978-1-64164-155-5 (Student Book)	184-185	4.4 Artist Stories: How Does Mark Dion Work?
			Activity	978-1-64164-155-5 (Student Book)	186-187	4.4 Studio Investigations: Investigating Issues and Installations
			Activity	978-1-64164-155-5 (Student Book)	190	4.5 Making Connections: STEAM: Science and Technology: Mel Chin: A Virtual View into the Future
			Activity	978-1-64164-155-5 (Student Book)	328-329	8.1 Studio Investigations: Investigating Your Ideas about Beauty
			Instruction	978-1-64164-155-5 (Student Book)	8	Introduction: How do artists and designers think and work?: Presenting
(4) Critical evaluation and response. The student responds to and analyzes 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) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art	(ii) explore original artworks in a variety of venues outside of the classroom	Instruction	978-1-64164-155-5 (Student Book)	124	3.2 Approaches to Artmaking: Experiencing Scale: Working on a Large Scale
			Assessment	978-1-64164-155-5 (Student Book)	153	3 Identity Unit Review: Write about Art
			Activity	978-1-64164-155-5 (Student Book)	107	2.5 Making Connections: STEAM: Science and Technology: Shih Chieh Huang: Out of the Ordinary: Investigate Further
			Activity	978-1-64164-155-5 (Student Book)	328-329	8.1 Studio Investigations: Investigating Your Ideas about Beauty
			Instruction	978-1-64164-155-5 (Student Book)	8	Introduction: How do artists and designers think and work?: Presenting

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Critical evaluation and response. The student responds to and analyzes 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) demonstrate an understanding of and apply proper exhibition etiquette	(i) demonstrate an understanding of proper exhibition etiquette	Instruction	978-1-64164-155-5 (Student Book)	27	Introduction: How do artists and designers act ethically and responsibly as they create their work?: Posting and Sharing
			Activity	978-1-64164-155-5 (Student Book)	79	2.1 Studio Experience: Capturing a Day: Reflect and Present
			Activity	978-1-64164-155-5 (Student Book)	87	2.2 Studio Experience: Drawing Objects with a Focus: Reflect and Present
			Activity	978-1-64164-155-5 (Student Book)	289	7.1 Studio Experience: Celebrating Heroes: Reflect and Present
			Review	978-1-64164-155-5 (Student Book)	401	Student Handbook: Presenting Your Artwork
(4) Critical evaluation and response. The student responds to and analyzes 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) demonstrate an understanding of and apply proper exhibition etiquette	(ii) apply proper exhibition etiquette	Instruction	978-1-64164-155-5 (Student Book)	27	Introduction: How do artists and designers act ethically and responsibly as they create their work?: Posting and Sharing
			Activity	978-1-64164-155-5 (Student Book)	79	2.1 Studio Experience: Capturing a Day: Reflect and Present
			Activity	978-1-64164-155-5 (Student Book)	87	2.2 Studio Experience: Drawing Objects with a Focus: Reflect and Present
			Activity	978-1-64164-155-5 (Student Book)	289	7.1 Studio Experience: Celebrating Heroes: Reflect and Present
			Review	978-1-64164-155-5 (Student Book)	401	Student Handbook: Presenting Your Artwork

Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher Material						
Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts					
Subchapter	Subchapter E. Middle School, Adopted 2013					
Course	§117.203. Art, Middle School 2, Adopted 2013.					
Publisher	Davis Publications, Inc.					
Program Title	Experience Art					
Program ISBN	978-1-64164-155-5					
(a) Introduction.						
<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>						
(b) Knowledge and skills.						
Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(A) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international	(i) identify ideas from direct observation	Instruction	978-1-64164-155-5 (Teacher Book)	82-83	2.2 Approaches to Artmaking: Creating Interest with Ordinary Objects
			Activity	978-1-64164-155-5 (Teacher Book)	84	2.2 Studio Investigations: Investigating Value, Texture, and Contrast: Investigate and Document
			Activity	978-1-64164-155-5 (Teacher Book)	86-87	2.2 Studio Experience: Drawing Objects with a Focus: Consider Your Choices
			Assessment	978-1-64164-155-5 (Teacher Book)	110	2 Daily Life Art Criticm

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(ii) identify ideas from original sources</p>	<p>Instruction</p>	<p>978-1-64164-155-5 (Teacher Book)</p>	<p>226-227</p>	<p>5.4 Artist Stories: How Does Tanya Aguiniga Work?</p>
			<p>Activity</p>	<p>978-1-64164-155-5 (Teacher Book)</p>	<p>230-231</p>	<p>5.4 Studio Experience: Weaving Our Borders: Consider Your Choices</p>
			<p>Assessment</p>	<p>978-1-64164-155-5 (Teacher Book)</p>	<p>237</p>	<p>5 Place Unit Review: Write about Art</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) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(iii) identify ideas from imagination</p>	<p>Instruction</p>	<p>978-1-64164-155-5 (Teacher Book)</p>	<p>132-133</p>	<p>3.3 Traditions: Changing Traditions in Collage and Mixed Media</p>
			<p>Activity</p>	<p>978-1-64164-155-5 (Teacher Book)</p>	<p>136-137</p>	<p>3.3 Studio Investigations: Investigating Collage: Investigate and Document</p>
			<p>Assessment</p>	<p>978-1-64164-155-5 (Teacher Book)</p>	<p>152</p>	<p>3 Identity Art Criticism: Responding to Art and Design</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) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(iv) identify ideas from personal experiences</p>	<p>Instruction</p>	<p>978-1-64164-155-5 (Teacher Book)</p>	<p>130-131</p>	<p>3.2 Evolving Ideas: Personal Narrative</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	978-1-64164-155-5 (Teacher Book)	138	3.3 Studio Experience: Collage Collaboration and Group Identity: Consider Your Choices
			Assessment	978-1-64164-155-5 (Teacher Book)	153	3 Identity Unit Review: For Your Portfolio
(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) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international	(v) identify ideas from communities	Instruction	978-1-64164-155-5 (Teacher Book)	200-201	5.1 Exploring the Theme: Community Places
			Activity	978-1-64164-155-5 (Teacher Book)	202-203	5.1 Studio Investigations: The Places You Go: Investigate and Document
			Assessment	978-1-64164-155-5 (Teacher Book)	236	5 Place Art Criticism
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(A) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international	(vi) illustrate ideas from direct observation	Instruction	978-1-64164-155-5 (Teacher Book)	164-165	4.2 Approaches to Artmaking: Observing and Drawing for Understanding
			Activity	978-1-64164-155-5 (Teacher Book)	168-169	4.2 Studio Investigations: Drawing Nature Close-Up: Investigate and Document
			Assessment	978-1-64164-155-5 (Teacher Book)	195	4 Nature Unit Review: For Your Portfolio

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(vii) illustrate ideas from original sources</p>	<p>Instruction</p>	<p>978-1-64164-155-5 (Teacher Book)</p>	<p>250-251</p>	<p>6.2 Approaches to Artmaking: Using Movement and Rhythm</p>
			<p>Activity</p>	<p>978-1-64164-155-5 (Teacher Book)</p>	<p>254-255</p>	<p>6.2 Studio Experience: Creating a Collaged Response</p>
			<p>Activity</p>	<p>978-1-64164-155-5 (Teacher Book)</p>	<p>264-265</p>	<p>6.3 Studio Experience: A Lesson in Print</p>
			<p>Assessment</p>	<p>978-1-64164-155-5 (Teacher Book)</p>	<p>279</p>	<p>6 Lessons Unit Review: Presenting Art and Design</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) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(viii) illustrate ideas from imagination</p>	<p>Instruction</p>	<p>978-1-64164-155-5 (Teacher Book)</p>	<p>302-303</p>	<p>7.3 Traditions: Materials and Methods of Sculpture</p>
			<p>Activity</p>	<p>978-1-64164-155-5 (Teacher Book)</p>	<p>304-305</p>	<p>7.3 Studio Investigations: Investigating Wire Forms</p>
			<p>Activity</p>	<p>978-1-64164-155-5 (Teacher Book)</p>	<p>306-307</p>	<p>7.3 Studio Experience: Creating a Fancy Festive Figure</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) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p>	<p>(ix) illustrate ideas from personal experiences</p>	<p>Instruction</p>	<p>978-1-64164-155-5 (Teacher Book)</p>	<p>116-117</p>	<p>3.1 Exploring the Theme: Shaping Identity</p>
			<p>Activity</p>	<p>978-1-64164-155-5 (Teacher Book)</p>	<p>118-119</p>	<p>3.1 Studio Investigating Boxes, Drawers, and Doors</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	978-1-64164-155-5 (Teacher Book)	120-121	3.1 Studio Experience: Identity Outside and In
			Assessment	978-1-64164-155-5 (Teacher Book)	153	3 Identity Unit Review: For Your Portfolio
(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) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international	(x) illustrate ideas from communities	Instruction	978-1-64164-155-5 (Teacher Book)	308-309	7.4 Artist Stories: Jordan Casteel Celebrates Community
			Activity	978-1-64164-155-5 (Teacher Book)	314-315	7.4 Studio Experience: Painting People You Know
			Assessment	978-1-64164-155-5 (Teacher Book)	321	7 Celebrations Unit Review: Presenting Art and Design
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately	(i) compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately	Instruction	978-1-64164-155-5 (Teacher Book)	80-83	2.2 Approaches to Artmaking: Using Value, Texture, and Contrast/Creating Interest with Ordinary Objects: Lesson Objectives
			Activity	978-1-64164-155-5 (Teacher Book)	84-85	2.2 Studio Investigations: Investigating Value, Texture, and Contrast
			Instruction	978-1-64164-155-5 (Teacher Book)	10-13	What visual tools do artists and designers use?: Elements of Art

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately	(i) compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately	Instruction	978-1-64164-155-5 (Teacher Book)	332-333	8.2 Approaches to Artmaking: Using Unity Variety, and Pattern/Beauty through Decoration: Lesson Objectives
			Activity	978-1-64164-155-5 (Teacher Book)	337	8.2 Studio Investigations: Investigating Pattern: As You Practice
			Instruction	978-1-64164-155-5 (Teacher Book)	14-17	What visual tools do artists and designers use?: Principles of Design
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(D) understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately	(i) understand the expressive properties of artworks	Instruction	978-1-64164-155-5 (Teacher Book)	56-59	1.4 Artist Stories: Kehinde Wiley Sends a Message/How Does Kehinde Wiley Work?
			Activity	978-1-64164-155-5 (Teacher Book)	60-61	1.4 Studio Investigations: Exploring Background Messages: Investigate and Document
			Activity	978-1-64164-155-5 (Teacher Book)	62-63	1.4 Studio Experience: Posing with History: Consider Your Choices
			Assessment	978-1-64164-155-5 (Teacher Book)	68	1 Messages Art Criticism
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(D) understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately	(ii) apply the expressive properties of artworks	Instruction	978-1-64164-155-5 (Teacher Book)	32-33	1.1 Exploring the Theme: Messages about Our Lives

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	978-1-64164-155-5 (Teacher Book)	34-35	1.1 Studio Investigations: Mapping Your Message
			Activity	978-1-64164-155-5 (Teacher Book)	36-37	1.1 Studio Experience: What Message Will You Send?
			Assessment	978-1-64164-155-5 (Teacher Book)	69	1 Messages Unit Review: For Your Portfolio
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community	(i) create original artworks that express a variety of ideas based on direct observations	Instruction	978-1-64164-155-5 (Teacher Book)	164-165	4.2 Approaches to Artmaking: Observing and Drawing for Understanding
			Activity	978-1-64164-155-5 (Teacher Book)	170-171	4.2 Studio Experience: A Nature-Themed Drawing
			Assessment	978-1-64164-155-5 (Teacher Book)	195	4 Nature Unit Review: For Your Portfolio
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community	(ii) create original artworks that express a variety of ideas based on original sources	Instruction	978-1-64164-155-5 (Teacher Book)	258-259	6.3 Traditions: Lessons in Print
			Activity	978-1-64164-155-5 (Teacher Book)	264-265	6.3 Studio Experience: A Lesson in Print
			Review	978-1-64164-155-5 (Teacher Book)	279	6 Lessons Unit Review: Presenting Art and Design
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community	(iii) create original artworks that express a variety of ideas based on personal experiences, including memory	Instruction	978-1-64164-155-5 (Teacher Book)	122-123	3.2 Approaches to Artmaking: Expressing Identity with Shape and Scale
			Activity	978-1-64164-155-5 (Teacher Book)	128-129	3.2 Studio Experience: Shaping Your Influences

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	978-1-64164-155-5 (Teacher Book)	153	3 Identity Unit Review: For Your Portfolio
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community	(iv) create original artworks that express a variety of ideas based on personal experiences, including identity	Instruction	978-1-64164-155-5 (Teacher Book)	114-115	3.1 Exploring the Theme: Sources of Identity
			Activity	978-1-64164-155-5 (Teacher Book)	120-121	3.1 Studio Experience: Identity Outside and In
			Assessment	978-1-64164-155-5 (Teacher Book)	153	3 Identity Unit Review: Presenting Art and Design
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community	(v) create original artworks that express a variety of ideas based on personal experiences, including imagination	Instruction	978-1-64164-155-5 (Teacher Book)	38-41	1.2 Approaches to Artmaking: Connecting with Color/Color and Culture
			Activity	978-1-64164-155-5 (Teacher Book)	43	1.2 Studio Investigations: Investigating Color: Reflect
			Activity	978-1-64164-155-5 (Teacher Book)	44-45	1.2 Studio Experience: Expressing Mood with Color
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community	(vi) create original artworks that express a variety of ideas based on personal experiences, including the community	Instruction	978-1-64164-155-5 (Teacher Book)	310-311	7.4 Artist Stories: How Does Jordan Casteel Work?
			Activity	978-1-64164-155-5 (Teacher Book)	314-315	7.4 Studio Experience: Painting People You Know
			Assessment	978-1-64164-155-5 (Teacher Book)	321	7 Celebrations Unit Review: Presenting Art and Design

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<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 the art-making process to solve problems and generate design solutions</p>	<p>(i) apply the art-making process to solve problems</p>	Instruction	978-1-64164-155-5 (Teacher Book)	218-219	5.3 Traditions: Onward and Upward
			Activity	978-1-64164-155-5 (Teacher Book)	220-221	5.3 Studio Investigations: Investigating Three-Dimensional Forms
			Activity	978-1-64164-155-5 (Teacher Book)	222-223	5.3 Studio Experience: Planning for Play
			Assessment	978-1-64164-155-5 (Teacher Book)	237	5 Place Unit Review: Presenting Art and Design
<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 the art-making process to solve problems and generate design solutions</p>	<p>(ii) apply the art-making process to generate design solutions</p>	Instruction	978-1-64164-155-5 (Teacher Book)	344-345	8.3 Traditions: How Do Designers Work?
			Activity	978-1-64164-155-5 (Teacher Book)	346-347	8.3 Studio Investigations: Investigating Design Solutions
			Activity	978-1-64164-155-5 (Teacher Book)	348-349	8.3 Studio Experience: Designing Objects for Living
<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) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media</p>	<p>(i) apply technical skills effectively using a variety of materials to produce artworks, including drawings</p>	Instruction	978-1-64164-155-5 (Teacher Book)	166-167	4.2 Approaches to Artmaking: Introducing Drawing and Line
			Activity	978-1-64164-155-5 (Teacher Book)	168-169	4.2 Studio Investigations: Drawing Nature Close-Up
			Activity	978-1-64164-155-5 (Teacher Book)	170-171	4.2 Studio Experience: A Nature-Themed Drawing

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(ii) apply technical skills effectively using a variety of materials to produce artworks, including paintings	Instruction	978-1-64164-155-5 (Teacher Book)	48-49	1.3 Traditions: Painted Expressions
			Activity	978-1-64164-155-5 (Teacher Book)	52-53	1.3 Studio Investigations: Investigating Paint and Painting Tools
			Activity	978-1-64164-155-5 (Teacher Book)	54-55	1.3 Studio Experience: Exploring Boundaries
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(iii) apply technical skills effectively using a variety of materials to produce artworks, including prints	Instruction	978-1-64164-155-5 (Teacher Book)	260-261	6.3 Traditions: Making a Print
			Activity	978-1-64164-155-5 (Teacher Book)	262-263	6.3 Studio Investigations: Investigating Printmaking
			Activity	978-1-64164-155-5 (Teacher Book)	264-265	6.3 Studio Experience: A Lesson in Print
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(iv) apply technical skills effectively using a variety of materials to produce artworks, including sculptures/modeled forms	Instruction	978-1-64164-155-5 (Teacher Book)	302-303	7.3 Traditions: Materials and Methods of Sculpture
			Activity	978-1-64164-155-5 (Teacher Book)	304-305	7.3 Studio Investigations: Investigating Wire Forms
			Activity	978-1-64164-155-5 (Teacher Book)	306-307	7.3 Studio Experience: Creating a Fancy Festive Figure

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<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) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media</p>	<p>(v) apply technical skills effectively using a variety of materials to produce artworks, including ceramics</p>	Instruction	978-1-64164-155-5 (Teacher Book)	90-91	2.3 Traditions: Pottery in Our Lives
			Activity	978-1-64164-155-5 (Teacher Book)	94-95	2.3 Studio Investigations: Investigating Coiling and Joining Clay
			Activity	978-1-64164-155-5 (Teacher Book)	96-97	2.3 Studio Experience: Make and Decorate a Functional Coil Pot
<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) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media</p>	<p>(vi) apply technical skills effectively using a variety of materials to produce artworks, including fiber art</p>	Instruction	978-1-64164-155-5 (Teacher Book)	226-227	5.4 Artist Stories: How Does Tanya Aguina Work?
			Activity	978-1-64164-155-5 (Teacher Book)	228-229	5.4 Studio Investigations: Investigating Weaving
			Activity	978-1-64164-155-5 (Teacher Book)	230-231	5.4 Studio Experience: Weaving Our Borders
<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) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media</p>	<p>(vii) apply technical skills effectively using a variety of materials to produce artworks, including photographic imagery</p>	Instruction	978-1-64164-155-5 (Teacher Book)	72-73	2.1 Exploring the Theme: Recording Our Daily Life
			Activity	978-1-64164-155-5 (Teacher Book)	76-77	2.1 Studio Investigations: Explorations in Photography
			Activity	978-1-64164-155-5 (Teacher Book)	78-79	2.1 Studio Experience: Capturing a Day

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location			
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media	(viii) apply technical skills effectively using a variety of materials to produce artworks, including digital art and media	Instruction	978-1-64164-155-5 (Teacher Book)	328-329	8.1 Studio Investigations: Investigating Your Ideas about Beauty			
			Activity	978-1-64164-155-5 (Teacher Book)	330-331	8.1 Studio Experience: Beauty in Time			
			Instruction	978-1-64164-155-5 (Teacher Book)	191	4.5 Making Connections: STEAM: Science and Technology: Mel Chin: A Virtual View into the Future: Next Steps			
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(D) use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination	(i) use an understanding of copyright to appropriate imagery when working from sources rather than direct observation or imagination	Instruction	978-1-64164-155-5 (Teacher Book)	214-215	5.2 Evolving Ideas: Appropriation			
			Activity	978-1-64164-155-5 (Teacher Book)	136-137	3.3 Studio Investigations: Investigating Collage			
			Activity	978-1-64164-155-5 (Teacher Book)	138-139	3.3 Studio Experience: Collage Collaboration and Group Identity			
			Review	978-1-64164-155-5 (Teacher Book)	27	Introduction: How do artists and designers act ethically and responsibly as they create their work?: Appropriation			
			Review	978-1-64164-155-5 (Teacher Book)	367-368	Student Handbook: Online Safety and Responsibility: Copyright			
			(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(D) use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination	(ii) use an understanding of public domain to appropriate imagery when working from sources rather than direct observation or imagination	Instruction	978-1-64164-155-5 (Teacher Book)	58-59	1.4 Artist Stories: How Does Kehinde Wiley Work?
						Activity	978-1-64164-155-5 (Teacher Book)	62-63	1.4 Studio Experience: Posing with History
Review	978-1-64164-155-5 (Teacher Book)	26-27				Introduction: How do artists and designers act ethically and responsibly as they create their work?			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	978-1-64164-155-5 (Teacher Book)	367-368	Student Handbook: Online Safety and Responsibility: Copyright
(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) analyze ways that global, cultural, historical, and political issues influence artworks	(i) analyze ways that global issues influence artworks	Instruction	978-1-64164-155-5 (Teacher Book)	40-41	1.2 Approaches to Artmaking: Color and Culture
			Activity	978-1-64164-155-5 (Teacher Book)	46-47	1.2 Evolving Ideas: Recontextualization
			Instruction	978-1-64164-155-5 (Teacher Book)	50-51	1.3 Traditions: Traditions in Painting
			Instruction	978-1-64164-155-5 (Teacher Book)	124-125	3.2 Approaches to Artmaking: Experiencing Scale
			Assessment	978-1-64164-155-5 (Teacher Book)	152	3 Identity Art Criticism: Responding to Art and Design
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(A) analyze ways that global, cultural, historical, and political issues influence artworks	(ii) analyze ways that cultural issues influence artworks	Instruction	978-1-64164-155-5 (Teacher Book)	284-285	7.1 Exploring the Theme: Lessons from the Past
			Assessment	978-1-64164-155-5 (Teacher Book)	320	7 Celebrations Art Criticism: Responding to Art and Design
			Instruction	978-1-64164-155-5 (Teacher Book)	300	7.3 Traditions: The Tradition of Sculpture
			Assessment	978-1-64164-155-5 (Teacher Book)	279	6 Lessons Unit Review: Write about Art
			Instruction	978-1-64164-155-5 (Teacher Book)	109	2.5 Making Connections: Art History: Pieter Bruegel the Elder and Daily Life as He Saw 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:	(A) analyze ways that global, cultural, historical, and political issues influence artworks	(iii) analyze ways that historical issues influence artworks	Instruction	978-1-64164-155-5 (Teacher Book)	242-243	6.1 Exploring the Theme: Lessons from the Past
			Activity	978-1-64164-155-5 (Teacher Book)	279	6 Lessons Unit Review: Presenting Art and Design
			Instruction	978-1-64164-155-5 (Teacher Book)	250-251	6.2 Approaches to Artmaking: Using Movement and Rhythm
			Instruction	978-1-64164-155-5 (Teacher Book)	46-47	1.2 Evolving Ideas: Recontextualization

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	978-1-64164-155-5 (Teacher Book)	227	6.5 Making Connections: Art History: Judy Chicago Invites Women in History to the Table
(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) analyze ways that global, cultural, historical, and political issues influence artworks	(iv) analyze ways that political issues influence artworks	Instruction	978-1-64164-155-5 (Teacher Book)	258-259	6.3 Traditions: Lessons in Print
			Assessment	978-1-64164-155-5 (Teacher Book)	320	7 Celebrations Art Criticism: Responding to Art and Design
			Instruction	978-1-64164-155-5 (Teacher Book)	260-261	6.3 Traditions: Making a Print (Captions)
			Instruction	978-1-64164-155-5 (Teacher Book)	67	1.5 Making Connections: Art History: The Olmec Heads of Ancient Mesoamerica
			Instruction	978-1-64164-155-5 (Teacher Book)	361	8.5 Making Connections: Art History: Noble Beauty in Royal Heads
(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 selected artworks to determine contemporary relevance in relationship to universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation	(i) analyze selected artworks to determine contemporary relevance in relationship to universal themes	Instruction	978-1-64164-155-5 (Teacher Book)	72-73	2.1 Exploring the Theme: Recording Our Daily Life
			Assessment	978-1-64164-155-5 (Teacher Book)	110	2 Daily Life Art Criticism: Responding to Art and Design
			Assessment	978-1-64164-155-5 (Teacher Book)	111	2 Daily Life Unit Review: Presenting Art and Design
			Assessment	978-1-64164-155-5 (Teacher Book)	236	5 Place Art Criticism: Responding to Art and Design
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(C) compare and contrast relationships that exist between a society's art and its music, literature, and architecture	(i) compare and contrast relationships that exist between a society's art and its music	Instruction	978-1-64164-155-5 (Teacher Book)	198	5.1 Exploring the Theme: Connecting with Places
			Activity	978-1-64164-155-5 (Teacher Book)	65	1.5 Making Connections: STEAM: Science and Technology: Nathalie Miebach: Weaving the Weather: Look, Think, and Respond
			Instruction	978-1-64164-155-5 (Teacher Book)	206	5.2 Connections through Space and Emphasis (Caption)

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	978-1-64164-155-5 (Teacher Book)	25	Introduction: What traditions do artists and designers follow?: Craft Traditions
			Activity	978-1-64164-155-5 (Teacher Book)	143	3.4 Artist Stories: How Does Rose B. Simpson Work?: Process Journal 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:	(C) compare and contrast relationships that exist between a society's art and its music, literature, and architecture	(ii) compare and contrast relationships that exist between a society's art and its literature	Instruction	978-1-64164-155-5 (Teacher Book)	30-31	1.1 Exploring the Theme: Messages in Art and Design
			Assessment	978-1-64164-155-5 (Teacher Book)	69	1 Messages Unit Review: Write about Art
			Instruction	978-1-64164-155-5 (Teacher Book)	72-73	2.1 Exploring the Theme: Recording Our Daily Life
			Activity	978-1-64164-155-5 (Teacher Book)	160-161	4.1 Studio Investigations: Exploring Ideas for Art
			Instruction	978-1-64164-155-5 (Teacher Book)	256-257	6.2 Evolving Ideas: Text and Image
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(C) compare and contrast relationships that exist between a society's art and its music, literature, and architecture	(iii) compare and contrast relationships that exist between a society's art and its architecture	Instruction	978-1-64164-155-5 (Teacher Book)	216-217	5.3 Traditions: Shelters to Skyscrapers
			Activity	978-1-64164-155-5 (Teacher Book)	220-221	5.3 Studio Investigations: Investigating Three-Dimensional Forms
			Instruction	978-1-64164-155-5 (Teacher Book)	218-219	5.3 Traditions: Onward and Upward
			Instruction	978-1-64164-155-5 (Teacher Book)	235	5.5 Making Connections: A Place Known around the World
			Activity	978-1-64164-155-5 (Teacher Book)	274-275	6.5 Making Connections: STEAM: Engineering: Diébédo Francis Kéré: Building a Better Community
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) identify career and avocational choices in art such as various design, museum, and fine arts fields	(i) identify career and avocational choices in art	Instruction	978-1-64164-155-5 (Teacher Book)	108	2.5 Making Connections: Careers: Product Design
			Assessment	978-1-64164-155-5 (Teacher Book)	111	2 Daily Life Unit Review: Write about Art
			Instruction	978-1-64164-155-5 (Teacher Book)	192	4.5 Making Connections: Careers: Scientific Illustrator

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	978-1-64164-155-5 (Teacher Book)	195	4 Nature Unit Review: Write about Art
			Instruction	978-1-64164-155-5 (Teacher Book)	318	7.5 Making Connections: Careers: Game Designer
(4) Critical evaluation and response. The student responds to and analyzes 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) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(i) create written or oral responses about personal or collaborative artworks addressing purpose	Instruction	978-1-64164-155-5 (Teacher Book)	4-7	Introduction: Why do people make art and design?
			Activity	978-1-64164-155-5 (Teacher Book)	97	2.3 Studio Experience: Make and Decorate a Functional Coil Pot: Reflect and Present
			Activity	978-1-64164-155-5 (Teacher Book)	223	5.3 Studio Experience: Planning for Play: Reflect and Present
			Assessment	978-1-64164-155-5 (Teacher Book)	68	1 Messages Art Criticism: Responding to Art and Design
			Assessment	978-1-64164-155-5 (Teacher Book)	194	4 Nature Art Criticism: Responding to Art and Design
(4) Critical evaluation and response. The student responds to and analyzes 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) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(ii) create written or oral responses about personal or collaborative artworks addressing technique	Instruction	978-1-64164-155-5 (Teacher Book)	260-261	6.3 Traditions: Making a Print
			Activity	978-1-64164-155-5 (Teacher Book)	263	6.3 Studio Investigations: Investigating Printmaking: Reflect
			Activity	978-1-64164-155-5 (Teacher Book)	265	6.3 Studio Experience: A Lesson in Print: Reflect and Present
			Assessment	978-1-64164-155-5 (Teacher Book)	279	6 Lessons Unit Review: For Your Portfolio
			Activity	978-1-64164-155-5 (Teacher Book)	139	3.3 Studio Experience: Collage Collaboration and Group Identity: Reflect and Present
(4) Critical evaluation and response. The student responds to and analyzes 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) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(iii) create written or oral responses about personal or collaborative artworks addressing organization	Instruction	978-1-64164-155-5 (Teacher Book)	206	5.2 Connections through Space and Emphasis
			Activity	978-1-64164-155-5 (Teacher Book)	211	5.2 Studio Investigations: Investigating Linear Perspective: Reflect
			Activity	978-1-64164-155-5 (Teacher Book)	213	5.2 Studio Experience: Playful with Perspective: Reflect and Present

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	978-1-64164-155-5 (Teacher Book)	236	5 Place Art Criticism: Responding to Art and Design
			Assessment	978-1-64164-155-5 (Teacher Book)	237	5 Place Unit Review: Write about Art
(4) Critical evaluation and response. The student responds to and analyzes 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) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(iv) create written or oral responses about personal or collaborative artworks addressing judgment	Instruction	978-1-64164-155-5 (Teacher Book)	74	2.1 Exploring the Theme: Objects in Our Daily Lives: The Value of Objects
			Activity	978-1-64164-155-5 (Teacher Book)	87	2.2 Studio Experience: Drawing Objects with a Focus: Reflect and Present
			Activity	978-1-64164-155-5 (Teacher Book)	105	2.4 Studio Experience: Create and Decorate Your Own Slab Pot: Reflect and Present
			Assessment	978-1-64164-155-5 (Teacher Book)	110	2 Daily Life Art Criticism: Responding to Art and Design
(4) Critical evaluation and response. The student responds to and analyzes 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) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression	(v) create written or oral responses about personal or collaborative artworks addressing personal expression	Instruction	978-1-64164-155-5 (Teacher Book)	114-115	3.1 Exploring the Theme: Sources of Identity
			Activity	978-1-64164-155-5 (Teacher Book)	119	3.1 Studio Investigations: Investigating Boxes, Drawers, and Doors: Reflect
			Activity	978-1-64164-155-5 (Teacher Book)	174	3.4 Studio Experience: Create a Guardian Figure: Reflect and Present
			Assessment	978-1-64164-155-5 (Teacher Book)	153	3 Identity Unit Review: For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes 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) analyze original artworks 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) analyze original artworks using a method of critique	Instruction	978-1-64164-155-5 (Teacher Book)	9	Introduction: How do artists and designers think and work?: Responding
			Assessment	978-1-64164-155-5 (Teacher Book)	152	3 Identity Art Criticism: Responding to Art and Design
			Assessment	978-1-64164-155-5 (Teacher Book)	320	7 Celebrations Art Criticism: Responding to Art and Design
			Assessment	978-1-64164-155-5 (Teacher Book)	362	8 Beauty Art Criticism: Responding to Art and Design

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Critical evaluation and response. The student responds to and analyzes 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) develop a portfolio that demonstrates progress	(i) develop a portfolio that demonstrates progress	Instruction	978-1-64164-155-5 (Teacher Book)	111	2 Daily Life Unit Review: For Your Portfolio
			Assessment	978-1-64164-155-5 (Teacher Book)	321	7 Celebrations Unit Review: For Your Portfolio
			Assessment	978-1-64164-155-5 (Teacher Book)	363	8 Beauty Unit Review: For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes 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) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art	(i) investigate original artworks in a variety of venues outside of the classroom	Instruction	978-1-64164-155-5 (Teacher Book)	184-185	4.4 Artist Stories: How Does Mark Dion Work?
			Activity	978-1-64164-155-5 (Teacher Book)	186-187	4.4 Studio Investigations: Investigating Issues and Installations
			Activity	978-1-64164-155-5 (Teacher Book)	190	4.5 Making Connections: STEAM: Science and Technology: Mel Chin: A Virtual View into the Future
			Activity	978-1-64164-155-5 (Teacher Book)	328-329	8.1 Studio Investigations: Investigating Your Ideas about Beauty
			Instruction	978-1-64164-155-5 (Teacher Book)	8	Introduction: How do artists and designers think and work?: Presenting
(4) Critical evaluation and response. The student responds to and analyzes 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) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art	(ii) explore original artworks in a variety of venues outside of the classroom	Instruction	978-1-64164-155-5 (Teacher Book)	124	3.2 Approaches to Artmaking: Experiencing Scale: Working on a Large Scale
			Assessment	978-1-64164-155-5 (Teacher Book)	153	3 Identity Unit Review: Write about Art
			Activity	978-1-64164-155-5 (Teacher Book)	107	2.5 Making Connections: STEAM: Science and Technology: Shih Chieh Huang: Out of the Ordinary: Investigate Further
			Activity	978-1-64164-155-5 (Teacher Book)	328-329	8.1 Studio Investigations: Investigating Your Ideas about Beauty
			Instruction	978-1-64164-155-5 (Teacher Book)	8	Introduction: How do artists and designers think and work?: Presenting

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Critical evaluation and response. The student responds to and analyzes 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) demonstrate an understanding of and apply proper exhibition etiquette	(i) demonstrate an understanding of proper exhibition etiquette	Instruction	978-1-64164-155-5 (Teacher Book)	27	Introduction: How do artists and designers act ethically and responsibly as they create their work?: Posting and Sharing
			Activity	978-1-64164-155-5 (Teacher Book)	79	2.1 Studio Experience: Capturing a Day: Reflect and Present
			Activity	978-1-64164-155-5 (Teacher Book)	87	2.2 Studio Experience: Drawing Objects with a Focus: Reflect and Present
			Activity	978-1-64164-155-5 (Teacher Book)	289	7.1 Studio Experience: Celebrating Heroes: Reflect and Present
			Review	978-1-64164-155-5 (Teacher Book)	401	Student Handbook: Presenting Your Artwork
(4) Critical evaluation and response. The student responds to and analyzes 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) demonstrate an understanding of and apply proper exhibition etiquette	(ii) apply proper exhibition etiquette	Instruction	978-1-64164-155-5 (Teacher Book)	27	Introduction: How do artists and designers act ethically and responsibly as they create their work?: Posting and Sharing
			Activity	978-1-64164-155-5 (Teacher Book)	79	2.1 Studio Experience: Capturing a Day: Reflect and Present
			Activity	978-1-64164-155-5 (Teacher Book)	87	2.2 Studio Experience: Drawing Objects with a Focus: Reflect and Present
			Activity	978-1-64164-155-5 (Teacher Book)	289	7.1 Studio Experience: Celebrating Heroes: Reflect and Present
			Review	978-1-64164-155-5 (Teacher Book)	401	Student Handbook: Presenting Your Artwork