

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student Material						
Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts					
Subchapter	Subchapter D. Elementary, Adopted 2013					
Course	§117.111. Art, Grade 3, Adopted 2013.					
Publisher	Davis Publications, Inc.					
Program Title	Explorations in Art, 3					
Program ISBN	978-1-61528-290-6					
(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
<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 artworks. The student is expected to:</p>	<p>(A) explore ideas from life experiences about self, peers, family, school, or community, and from the imagination as sources for original works of art</p>	<p>(i) explore ideas from life experiences about self, peers, family, school, or community as sources for original works of art</p>	Instruction	978-1-61528-289-0	7	Studio Time
			Activity	978-1-61528-289-0	pp. 8-11	Studio Exploration
			Instruction	978-1-61528-289-0	23	Studio Time
			Activity	978-1-61528-289-0	24-27	Studio Exploration
			Review	978-1-61528-289-0	73	Studio Time
<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 artworks. The student is expected to:</p>	<p>(A) explore ideas from life experiences about self, peers, family, school, or community, and from the imagination as sources for original works of art</p>	<p>(ii) explore ideas from the imagination as sources for original works of art</p>	Instruction	978-1-61528-289-0	35	Studio Time
			Review	978-1-61528-289-0	38-41	Studio Exploration
<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 artworks. The student is expected to:</p>	<p>(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity</p>	<p>(i) use appropriate vocabulary when discussing the elements of art, including line</p>	Instruction	978-1-61528-289-0	34-45	Lesson 7 (A, B & C)
			Activity	978-1-61528-289-0	35	Studio Time

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 artworks. The student is expected to:	(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity	(ii) use appropriate vocabulary when discussing the elements of art, including shape	Instruction	978-1-61528-289-0	20	Lesson 5 (A-E)
			Review	978-1-61528-289-0	24-26	Studio Exploration
(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 artworks. The student is expected to:	(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity	(iii) use appropriate vocabulary when discussing the elements of art, including color	Instruction	978-1-61528-289-0	42-43	Lesson 9 (A & B)
			Review	978-1-61528-289-0	46-49	Studio Exploration
(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 artworks. The student is expected to:	(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity	(iv) use appropriate vocabulary when discussing the elements of art, including texture	Instruction	978-1-61528-289-0	127	Lesson 26 (B)
			Activity	978-1-61528-289-0	127	Studio Time
			Review	978-1-61528-289-0	130	Step 5
(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 artworks. The student is expected to:	(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity	(v) use appropriate vocabulary when discussing the elements of art, including form	Instruction	978-1-61528-289-0	36	Lesson 8 (A & B)
			Activity	978-1-61528-289-0	37	Studio Time
			Review	978-1-61528-289-0	38-41	Studio Exploration
(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 artworks. The student is expected to:	(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity	(vi) use appropriate vocabulary when discussing the elements of art, including space	Instruction	978-1-61528-289-0	14	Lesson 4 (A & B)
			Activity	978-1-61528-289-0	15	Studio Time

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 artworks. The student is expected to:	(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity	(vii) use appropriate vocabulary when discussing the elements of art, including value	Instruction	978-1-61528-289-0	126	Lesson 26 (A & B)
			Activity	978-1-61528-289-0	127	Studio Time
(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 artworks. The student is expected to:	(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity	(viii) use appropriate vocabulary when discussing the principles of design, including emphasis	Instruction	978-1-61528-289-0	No Match	No Match
			(Drop-down menu)	978-1-61528-289-0	No Match	No Match
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:	(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity	(ix) use appropriate vocabulary when discussing the principles of design, including repetition/pattern	Instruction	978-1-61528-289-0	54-57	Studio Exploration
			Assessment	978-1-61528-289-0	57	Share and Reflect
			Instruction	978-1-61528-289-0	66	Lesson 14 (A-D)
			Activity	978-1-61528-289-0	67	Studio Time
(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 artworks. The student is expected to:	(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity	(x) use appropriate vocabulary when discussing the principles of design, including movement/rhythm	Instruction	978-1-61528-289-0	22	Lesson 6 (A)
			Activity	978-1-61528-289-0	23	Studio Time
(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 artworks. The student is expected to:	(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity	(xi) use appropriate vocabulary when discussing the principles of design, including contrast/variety	Instruction	978-1-61528-289-0	156-157	Lesson 32 (A-C)
			Activity	978-1-61528-289-0	157	Studio Time
			Review	978-1-61528-289-0	160	Studio Exploration

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 artworks. The student is expected to:</p>	<p>(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity</p>	<p>(xii) use appropriate vocabulary when discussing the principles of design, including balance</p>	Instruction	978-1-61528-289-0	96	Lesson 20 (A-C)
			Activity	978-1-61528-289-0	97	Studio Time
			Review	978-1-61528-289-0	120	Match the Pictures #2
<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 artworks. The student is expected to:</p>	<p>(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity</p>	<p>(xiii) use appropriate vocabulary when discussing the principles of design, including proportion</p>	Instruction	978-1-61528-289-0	13	Lesson 3 (B)
			Activity	978-1-61528-289-0	13	Studio Time
			Review	978-1-61528-289-0	13	Studio Time
<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 artworks. The student is expected to:</p>	<p>(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity</p>	<p>(xiv) use appropriate vocabulary when discussing the principles of design, including unity</p>	Instruction	978-1-61528-289-0	156	Lesson 32 (A-C)
			Activity	978-1-61528-289-0	157	Studio Time
			Review	978-1-61528-289-0	158-160	Studio Exploration
<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 artworks. The student is expected to:</p>	<p>(C) discuss the elements of art as building blocks and the principles of design as organizers of works of art</p>	<p>(i) discuss the elements of art as building blocks of works of art</p>	Instruction	978-1-61528-289-0	xviii	Text
			Review	978-1-61528-289-0	184-188	The Elements of Art
			Review	978-1-61528-289-0	184-188	The Elements of Art
<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 artworks. The student is expected to:</p>	<p>(C) discuss the elements of art as building blocks and the principles of design as organizers of works of art</p>	<p>(ii) discuss the principles of design as organizers of works of art</p>	Instruction	978-1-61528-289-0	xix	Text
			Review	978-1-61528-289-0	189-190	The Principles of Design
			Review	978-1-61528-289-0	189-190	The Principles of 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>(A) integrate ideas drawn from life experiences to create original works of art</p>	<p>(i) integrate ideas drawn from life experiences to create original works of art</p>	Instruction	978-1-61528-289-0	73	Studio Time
			Review	978-1-61528-289-0	76-79	Studio Exploration
			Review	978-1-61528-289-0	76-79	Studio Exploration

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(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) create compositions using the elements of art and principles of design	(i) create compositions using the elements of art	Instruction	978-1-61528-289-0	15	Studio Time	
			Review	978-1-61528-289-0	16-19	Studio Exploration	
			Activity	978-1-61528-289-0	21	Studio Time	
			Instruction	978-1-61528-289-0	37	Studio Time	
				978-1-61528-289-0	40	Studio Exploration	
(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) create compositions using the elements of art and principles of design	(ii) create compositions using the principles of design	Instruction	978-1-61528-289-0	13	Studio Time	
			Review	978-1-61528-289-0	16-19	Studio Exploration	
			Activity	978-1-61528-289-0	54-57	Studio Exploration	
			Activity	978-1-61528-289-0	157	Studio Time	
(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) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials	(i) produce drawings using a variety of materials	Instruction	978-1-61528-289-0	7	Studio Time	
			Review	978-1-61528-289-0	pp. 8-11	Studio Exploration	
(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) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials	(ii) produce paintings using a variety of materials	Instruction	978-1-61528-289-0	113	Studio Time	
			Review	978-1-61528-289-0	136-139	Studio Exploration	
(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) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials	(iii) produce prints using a variety of materials	Instruction	978-1-61528-289-0	127	Studio Time	
			Review	978-1-61528-289-0	128-131	Studio Exploration	
(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) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials	(iv) produce sculpture, including modeled forms, using a variety of materials	Instruction	978-1-61528-289-0	37	Studio Time	
			Review	978-1-61528-289-0	38-41	Studio Exploration	

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) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials	(v) produce other art forms using a variety of materials	Instruction	978-1-61528-289-0	155	Studio Time
			Review	978-1-61528-289-0	158-161	Studio Exploration
(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) identify simple main ideas expressed in artworks from various times and places	(i) identify simple main ideas expressed in artworks from various times	Instruction	978-1-61528-289-0	63	Unit 3 Intro (B)
			Review	978-1-61528-289-0	89	Unit 3 Connections - In Daily Life
(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) identify simple main ideas expressed in artworks from various times and places	(ii) identify simple main ideas expressed in artworks from various places	Instruction	978-1-61528-289-0	74-75	Public Stories
			Review	978-1-61528-289-0	28-29	Unit 1 Connections
			Review	978-1-61528-289-0	88-89	Unit 3 Connections
			Instruction	978-1-61528-289-0	93	Unit 4 Intro (A & B)
(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) compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures	(i) compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures	Instruction	978-1-61528-289-0	pp. 6-7	Lesson 2 (A & B)
			Activity	978-1-61528-289-0	96-97	Lesson 20 (A, B, C)
			Review	978-1-61528-289-0		
			Instruction	978-1-61528-289-0		
(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) connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers	(i) connect art to career opportunities	Instruction	978-1-61528-289-0	96	Lesson 20 (Intro)
			Activity	978-1-61528-289-0	97	Studio Time
			Instruction	978-1-61528-289-0	112	Lesson 24 (A)
			Activity	978-1-61528-289-0	113	Studio Time
(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) investigate the connections of visual art concepts to other disciplines	(i) investigate the connections of visual art concepts to other disciplines	Instruction	978-1-61528-289-0	68	Studio Time
			Activity	978-1-61528-289-0	68-69	Studio Exploration
			Review	978-1-61528-289-0	150	Aesthetic Thinking
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists	(i) evaluate the elements of art, principles of design, or expressive qualities in artworks of self	Instruction	978-1-61528-289-0	10	Revise
			Review	978-1-61528-289-0	40	Revise
			Instruction	978-1-61528-289-0	51	Studio Time
			Review	978-1-61528-289-0	56	Revise

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 lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists	(ii) evaluate the elements of art, principles of design, or expressive qualities in artworks of peers	Instruction	978-1-61528-289-0	10	Share and Reflect
			Review	978-1-61528-289-0	11	Art Criticism
			Instruction	978-1-61528-289-0	116	Share and Reflect
			Review	978-1-61528-289-0	117	Art Criticism
			Instruction	978-1-61528-289-0	130	Share and Reflect
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists	(iii) evaluate the elements of art, principles of design, or expressive qualities in artworks of historical artists	Instruction	978-1-61528-289-0	pp. 12-13	Lesson 3 (A & B)
			Review	978-1-61528-289-0	30	Vocabulary and Content Review
			Instruction	978-1-61528-289-0	110-111	Lesson 23 (A & B)
			Instruction	978-1-61528-289-0	124-125	Lesson 25 (A & B)
			Activity	978-1-61528-289-0	133	Lesson 27 (B)
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists	(iv) evaluate the elements of art, principles of design, or expressive qualities in artworks of contemporary artists	Instruction	978-1-61528-289-0	2	Unit 1 (A0)
			Activity	978-1-61528-289-0	15	Lesson 4 (B)
			Review	978-1-61528-289-0	17	Inspiration from Art
			Instruction	978-1-61528-289-0	34	Lesson 7 (A)
			Review	978-1-61528-289-0	55	Inspiration from Art
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(B) use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums	(i) use methods to identify main ideas found in collections of artworks created by self in real or virtual portfolios, galleries, or art museums	Instruction	978-1-61528-289-0	26	For Your Portfolio
			Activity	978-1-61528-289-0	48	For Your Portfolio
			Instruction	978-1-61528-289-0	78	Share and Reflect
			Activity	978-1-61528-289-0	146	For Your Portfolio
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(B) use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums	(ii) use methods to identify main ideas found in collections of artworks created by peers in real or virtual portfolios, galleries, or art museums	Instruction	978-1-61528-289-0	19	Art Criticism
			Activity	978-1-61528-289-0	49	Art Criticism
			Activity	978-1-61528-289-0	161	Art Criticism
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(B) use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums	(iii) use methods to identify main ideas found in collections of artworks created by major historical or contemporary artists in real or virtual portfolios, galleries, or art museums	Instruction	978-1-61528-289-0	31	Art Criticism
			Activity	978-1-61528-289-0	61	Art Criticism
			Activity	978-1-61528-289-0	91	Art Criticism
			Activity	978-1-61528-289-0	121	Art Criticism
			Review	978-1-61528-289-0	151	Art Criticism
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(C) compile collections of personal artworks such as physical artworks, electronic images, sketchbooks, or portfolios for purposes of self assessment or exhibition	(i) compile collections of personal artworks for purposes of self-assessment or exhibition	Instruction	978-1-61528-289-0	10	For Your Portfolio
			Activity	978-1-61528-289-0	26	For Your Portfolio
			Review	978-1-61528-289-0	40	For Your Portfolio
			Instruction	978-1-61528-289-0	78	Share and Reflect
			Activity	978-1-61528-289-0	83	Studio Time