Big Ideas and Essential Questions
Each unit is organized around a Big Idea and an Essential Question. For example: “Alone and Together: How do people share their lives with one another?” These Big Ideas engage students in exploring the relevance of art in their own lives and the lives of people across time and place.

Process-Based Studios
By learning a process that emphasizes the importance of thinking, planning, and reflection, students go beyond “make and take.” Process-based studios help students organize their thinking and learning as it relates to art and design, language arts, science, and other areas of the curriculum.

STEAM Lessons and Connections
Each unit includes STEAM lessons developed by a team of experts in science, technology, engineering, art, and math. Engaging, comprehensive STEAM lessons in each unit include student exploration of STEAM concepts through viewing, discussing, and creating artworks.

Emphasis on Inquiry
An emphasis on inquiry will engage your students, as they explore Big Ideas and Essential Questions through art making and responding to artwork made by others. Inquiry encourages students to make a personal connection with their learning, and helps to construct meaningful ties to learning and inquiry across the curriculum including STEAM, literacy, and the arts.
You’ll love teaching Kindergarten with this child-centered, carefully structured program. Experience, along with your students, the delight of discovering materials, developing skills, and inventing new ways to create. Field-tested, effective classroom management techniques are included in each lesson.

Teacher Edition, Unit 2, Lesson 2

UNIT 2 Explore One Subject, Many Media

LESSON 2 Invent an Insect

Paint One Shape at a Time

PREPARE

Materials
- Copy the forms from the Sourcebook (p. 3) to laminate, cut, and prestamp.
- Set up two or more easels with paint, brushes, and art supplies for each child.

Do you have an idea for an insect or some other shape? Use these directions to create your own.

TEACH

Insect parts
1. Write on transparent acetate
2. Use colored pencils
3. Use colored paper

Explore
1. Provide various shapes and sizes for children to use.
2. Encourage children to use different colors and textures.
3. Ask children to create their own shapes and designs.

Invent
1. Provide instructions for creating an insect or another shape.
2. Use a variety of materials and techniques.
3. Encourage children to experiment with different ideas.

Create
1. Have children practice making the shapes and designs.
2. Provide feedback and encouragement.
3. Celebrate the children’s successes.

Photos & Illustrations
Photographs and illustrations demonstrate teacher technique, classroom seating, students at work, and other helpful content.

Lesson
Each Big Book lesson begins with art images and questions to encourage exploration.
Studio Exploration

Each Big Book lesson ends with a Studio Exploration. Clear, illustrated examples and directions help children explore while ensuring an opportunity for individual expression and problem-solving.

Variations / Extensions

Variations/Extensions are included with each lesson. Here, the suggestion of using alternative media provides flexibility and options for exploration and experimentation.

Lesson Resources

Children’s Trade Books are recommended for each lesson.

Teacher Edition:

- Includes classroom-tested approaches to early encounters with materials and processes.
- Gets you ready to teach with materials lists, vocabulary, age-appropriate objectives, and set-up suggestions.
- Takes you step by step through each part of the lesson: engaging students at the start, suggesting questions and comments to promote idea-sharing, pointing out potential challenges, and more.
- Offers ongoing assessment suggestions as well as scoring rubrics.
- Provides tips for making each lesson more successful, manageable, and enjoyable.
- Suggests variations and extensions to lengthen or deepen instruction.
- Includes illustrations and photographs of classroom situations and children’s artwork.

Teaching Tips

Teaching Tips include safety tips; ways to challenge and engage students; support for differentiated instruction; classroom management tip; games; and ways to include the classroom teacher.

Student Artwork

Examples of student artwork and quotations are included throughout.
**Dazzle your students with:**

- Brilliant fine art images
- 54 studios with stellar examples of student artwork
- Art criticism that focuses on response and reflection
- Artist biographies
- Helpful technique illustrations
- Student Handbook with examples of elements and principles
- And much more!

**Also available as Big Book and eBooks.**

**Big Book (GRADE K)**  
The Student eBook includes brilliant pop-ups for every art image, with the ability to magnify each image to 300%. Great for focusing on texture and technique. Many other features are included, such as the ability to do a quick search for any key word, including artist, element, principle, or image.
Six Units Based on Big Ideas and Essential Questions

BIG IDEAS Each Student Book includes six units, each organized around a Big Idea relevant to students’ lives. These Big Ideas foster meaningful connections to artworks across time and place. Elements and principles are embedded throughout each unit to ensure continual application and understanding.

ESSENTIAL QUESTIONS Essential Questions promote student inquiry, reflection, and exploration. Each unit encourages students to explore Essential Questions that explore Big Ideas that unite all people—from around the world and across time.

Big Idea
Alone and Together

Essential Question
How do people share their lives with one another?

Strand 1:
Investigate the look and feelings of the individual.

Strand 2:
Investigate the look and feelings of people in action.

Strand 3:
Investigate the look and feelings of people in places.

STEAM
Each unit ends with a comprehensive, engaging STEAM lesson.

Student Book, Grade 3, Unit 1
Each Teacher Edition includes
a wealth of useful teaching support designed to help teachers pick and choose.

Teacher Edition, Grade 3, Unit 1, Lesson 1.5

Prepare
Includes three lesson objectives that relate to the theme, the art concepts, and the studio.

Teach through Inquiry
Includes Engage, Explore, and Create.

Assess
Tips for formative, informal assessment are included at the end of each lesson.

Some of the many features of teaching support include:

• Support for differentiated instruction
• STEAM and cross-curricular links
• Suggestions for Children’s Trade Books for each lesson
• Biographies of featured artists
• Evaluation criteria for each studio
• Rubrics, informal assessment checklists, and performance tasks
• And much more!

NOTE: Each eBook purchase includes both the Student Book and the Teacher Edition.
Each lesson ends with a suggestion for encouraging students to view their world like an artist, and to look for the concepts they learned about in the world around them.

**Differentiated Instruction**
Differentiated Instruction includes tips for five categories of learners: Extra Help, Advanced, Spanish Speakers, English Language Learners, and Special Needs.

**About the Artist**
Biographical information is included in the Teacher Edition for each featured artist.

**STEAM**
STEAM connections include connecting art instruction to science, technology, engineering, and math.

**Children’s Trade Books**
Suggested children’s trade books are included with each lesson.

**Reading Comprehension and Connections across the Arts**
Connections Across the Curriculum include Connections Across Reading and Language Arts, Social Studies, and Across the Arts.

**Quick Question Review**
A quick way for students to review what they’ve learned. Questions are designed to be quick and easy, and to promote Every Pupil Response to encourage participation by all students.

**Aesthetic Awareness**
Each lesson ends with a suggestion for encouraging students to view their world like an artist, and to look for the concepts they learned about in the world around them.

**Close**
Each lesson closes with support for encouraging students to continue thinking about the lesson’s art content and Essential Question.

**Explore the Essential Question**
Each lesson ends with an opportunity for students to continue to explore the Essential Question and Big Ideas.
A clear Unit Planning Guide provides an overview of each lesson in the unit, including the artworks, studios, vocabulary, materials, cross-curricular connections, and suggested Children’s Trade Books to enrich and extend each lesson.

**Digital Fine Art Images**

Each eBook purchase includes unlimited access for you and your students to the Davis Digital Fine Art Library of more than 35,000 images.

Print book purchasers can easily include a low-cost subscription to the Davis Digital Fine Art Library.

Teachers and students can easily choose correlated images by lesson, or conduct their own search by artist, element, principle, medium, culture, or other key words.

Teachers and students can tag images to create specialized sets by class or concept. They can easily compare and contrast any two images.
Each unit includes engaging resources to extend the lessons.

- **Cross-Curricular Connections**
  can be taught by the art educator, classroom teacher, or a content area specialist.

- **STEAM Art Card**
  Includes six copies of the STEAM Art Card for the unit. Cards are 8 ½ x 11" on heavy stock.
  Allows for group work and further exploration of the STEAM lesson.

- **Artist and Vocabulary Cards**
  are in both English and Spanish.

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**Reproducible Resources**
- STEAM Support
- Pre-Assessment
- Compare and Contrast
- Unit Review
- Art Criticism: Fine Art
- Art Criticism: Student Art
- Artist Biographies
- Glossary
- Spanish Glossary
- Skills and Techniques

**STEAM Art Card**
- Janet Eitelman,Remuick 1.8

**Artist Cards**
- Elizabeth Catlett
- Chuck Close
- Frida Kahlo
- Jacob Lawrence
- Blair Muhlestein
- Pablo Picasso

**Vocabulary Cards**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>primary</td>
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<td>retrato</td>
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<tr>
<td>self-portrait</td>
<td>autorretrato</td>
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</tbody>
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**Unit 1 Cross-Curricular Connections**

These activities can be taught by the classroom teacher or specialists in the specified subject areas.

**Reading and Language Arts**
- Lesson 1.1, p. 5: Reading Comprehension: Main Ideas and Details
- Lesson 1.1, p. 5: Language Arts: Biography/Autobiography
- Lesson 1.2, p. 7: Reading Comprehension: Make an Inference
- Lesson 1.3, p. 11: Reading Comprehension: Make an Inference
- Lesson 1.3, p. 11: Writing Process: Prewriting
- Lesson 1.4, p. 13: Writing Process: Prewriting
- Lesson 1.5, p. 15: Reading Comprehension: Visualize
- Lesson 1.6, p. 17: Language Arts: Paragraph
- Lesson 1.6, p. 17: Writing Process: Revise
- Lesson 1.7, p. 21: Writing Process: Drafting

**Math**
- Lesson 1.3, p. 8: Fractions
- Lesson 1.4, p. 21: Positive and Negative Numbers
- Lesson 2.9, p. 29: Measurement

**Social Studies**
- Lesson 1.1, p. 5: History: Self-Portraits
- Lesson 1.4, p. 13: Circus
- Lesson 1.6, p. 17: History: Clay Art

**Across the Arts**
- Lesson 1.5, p. 5: Theater: Express Yourself
- Lesson 1.5, p. 15: Dance: The Landscape on Stage
- Lesson 1.8, p. 23: Music: Rhythm in Music
- Lesson 1.8, p. 23: Music: Latin Rhythms
Unit Introduction

The Unit Introduction begins each unit and helps the teacher introduce the unit theme and learning objectives to students.

Introduce the Unit
Teaching support for introducing the unit’s Big Idea, Essential Question, and Objectives is included at the beginning of each unit.

Introduce the Big Idea
Support to help teachers introduce the Big Idea.

Human Experience
Each unit is organized around an Enduring Idea that is shared by all people across time and place.

Unit Background for the Teacher
Big Ideas
The two Big Ideas below are ideas that we intend for students to understand so deeply that the ideas become integrated into the way students see the world. The ideas are to endure beyond the specific artists, artworks and studio activities in the unit.

About Human Experience: We are all connected.
Each of us is unique, with special characteristics, ways of thinking and feeling, and perspectives on the world. As individuals, we share our lives with others, beginning with our family and friends. We are not only connected to others through membership in various communities—religions, social, recreational, geographic, and age communities, to name a few. Membership in these communities shapes our individual lives and, in turn, shapes the character and direction of the groups of which we are a part.

About Art, Design, and Human Experience: Artists help us identify who we are as individuals and how we share our lives with one another.
When people live, work and play together, as members of communities, they form a group identity. A family has its own character and identity, as does a sports team, a school, or a neighborhood. For thousands of years, the art and design made by members of a community reveal what the group believes and cares

Art, Design, and Human Experience
Each unit focuses on how artists across time and place have experienced the unit’s Big Idea.
Learn about the unit structure in each Student Book and Teacher Edition, as you view these pages from Grade 3, Unit 1.

**Essential Question**
The Essential Question helps students explore the Big Idea in each unit.

**Unit Objectives**
Each unit is organized around four learning objectives:

- **Learn about artworks.** Students learn the significant role that art plays in our lives and in society.
- **Learn how artists and designers communicate.** Students learn how artists and designers communicate ideas using the elements of art, principles of design, skills and techniques, and forms and media.
- **Experience the Big Idea as artists and designers.**
  The nine studio explorations in each unit provide an opportunity for students to express their understanding of the unit’s Big Idea while practicing the specific skills and techniques that artists use to communicate.
- **Experience the Big Idea as viewers of art and design.**
  Like creating art, the viewing of art and design is a skill that can improve with practice. Each unit includes numerous artworks and examples of exemplary design from across time and place to help students learn how to view and discuss artworks and design.

**Strands**
Each unit is divided into three strands that explore different aspects of the Essential Question.

**Unit Objectives**
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- **Experience the Big Idea as viewers of art and design.**
  Like creating art, the viewing of art and design is a skill that can improve with practice. Each unit includes numerous artworks and examples of exemplary design from across time and place to help students learn how to view and discuss artworks and design.
The first lesson of each unit introduces the first of three strands in the unit. Each strand includes three lessons. The third lesson of each strand is a comprehensive Studio Exploration.

**Strand**
Each unit includes three strands. Each strand provides a specific focus on the unit’s Big Ideas and Essential Question.

**Prepare**
Prepare includes Lesson Objectives and Materials.

**Teach through Inquiry**
Engage helps teachers to activate students’ prior knowledge and to understand the focus of each lesson.

Explore the Images includes questions and support for helping students view and reflect on each image. The focus is on inquiry, exploration, and reflection.

Create includes teaching tips and support for studio instruction and exploration.
Studio Time
Each lesson includes a Studio Time for students to explore the Big Idea and Essential Question, and to practice art and design concepts taught in each lesson. Each Studio Time includes authentic student artworks.

History
Connections across the curriculum include social studies, STEM, and Connections Across the Arts.

Reading Comprehension
Teachers will find meaningful ways to connect lessons to reading and language arts instruction.

Process Tip
Process Tips help students focus on the process and not simply the product.

Differentiated Instruction
Each lesson includes support for meeting the individual needs of students. Tips include support for English Language Learners, Spanish Speakers, Special Needs, Advanced, and Extra Help.

Alignment to Language Arts
Teachers will find meaningful and time-efficient ways to connect lessons to reading and language arts instruction.

Connections Across the Arts
Connections Across the Arts include theater, dance, and music.

Children’s Trade Books
Children’s Trade Books have been chosen for each lesson. These books are chosen based on three criteria: more about the artist or designer; illustrations that exemplify the art or design concept, such as line or variety; or information about the lesson content or Big Idea.
Strand 1: Second Lesson

The second lesson of each strand continues exploration of the Big Idea and Essential Question, while introducing new art and design concepts.

Strand
Each unit includes three strands. Each strand provides a specific focus on the unit’s Big Idea and Essential Question.

Lesson Vocabulary
Lesson Vocabulary is highlighted in yellow and listed in English and Spanish. Definitions are in the Glossary in the Student Handbook.

Teach through Inquiry
Teach through Inquiry includes Engage, Explore the Images, and Create: Studio Time.

Studio Evaluation Criteria
Evaluation Criteria is included for each studio in the program. The reddish brown color indicates assessment opportunities and support.
Aesthetic Awareness
Encourage students to view their world like an artist or designer, and to look for the concepts they learned about in the world around them.

Explore the Essential Question
Each lesson brings students back to exploring the Big Idea through the Essential Question.

Differentiated Instruction
Differentiated Instruction tips include tips for English Language Learners. Many of these tips serve as built-in professional development ideas for addressing the needs of this population.

About the Artists
Artist biographies include information that teachers can share with students.

Visual Culture
Visual Culture tips help students connect their learning to visual messages and culture.

STEAM
STEAM connections provide quick tips for helping teachers connect lessons to science, technology, engineering, and math.

Quick Question Review
A quick way for students to review what they’ve learned.

Aesthetic Awareness
This week, when you look at people, notice the proportions of other parts of the body, like legs and arms. Where is the eye on a person’s arm? Are the hands bigger than the feet, or smaller?

Explore the Essential Question
Ask students to consider the ways that a portrait helps people share their lives with one another.

STEAM Science
Proportion: Tell students that the proportions of the human body change as a person grows. Examples: The children’s heads in A and B are smaller than the adults’ heads in A. A baby’s eyes are much bigger in proportion to its face than an adult’s. A man’s shoulders and chest are broader in proportion to his body than a boy’s.

Children’s Trade Books
One Green Apple by Eve Bunting, Illustrated by Ted Lewin, Clarion, 2006. A young Muslim immigrant family begins to feel welcome during a school field trip.

About the Artists
Mary Cassatt, 1844–1926, was born in Pennsylvania and studied at the Pennsylvania Academy. She spent most of her life in Paris, where she studied and exhibited with the Impressionists. Cassatt is recognized for her sensitive portrayals of women performing daily tasks, such as caring for children. She also advised many United States art collectors on purchases of artworks.

John George Brown, 1835–1913, grew up in England and moved to the United States in the 1850s. He painted with both watercolors and oils, creating highly naturalistic genre scenes of children. His first subjects were rural children. Later, he depicted urban youth, focusing in particular on aboretine boys. Brown’s sentimental and idealized paintings of children were popular and earned him numerous patrons.

Visual Culture
More students look at ads in magazines and on sites. What expressions do the people have? How do the facial expressions help advertisers communicate their message?

Reading Comprehension
Make an Inference: People can make inferences about the characters in a book, and they can do the same with artworks. Ask students to infer what they can about the lives of the people in A and B. Tell them to “read” the pictures, looking for clues that help them answer the question. You might start them thinking by asking: Are they wealthy people? What clues lead you to that answer?
Each strand ends with a Studio Exploration. The four-page Studio Explorations—three per unit—provide cumulative reinforcement and exploration of lesson concepts.

**What Ideas Will You Explore?**
Students learn the goal of the Studio Exploration and begin to reflect on what they will explore. Students explore the Big Idea and Essential Question, while also practicing art and design concepts.

**Teach through Inquiry**
**Introduce the Studio**
Teaching support includes a connection to the unit’s Big Idea, the art concepts that students have learned in the two previous lessons, and an introduction to the goals of the studio.

**Your Artwork Should:**
Before students begin, they know their studio goals and how their work will be evaluated.

**Teach through Inquiry**
1. **Explore**
   Before students begin their studio, they explore ideas, materials, images, objects, techniques, and tools.
Inspiration from Art
Each Studio Exploration includes Inspiration from Art to inspire students before they begin their artwork and to demonstrate to students how artists get ideas from other artists.

Art History
Each Studio Exploration includes Art History related to the Inspiration from Art, including information on the artist and the artwork.

Inspiration from Our World
Each Studio Exploration includes real-world photos to help students plan their artworks and to demonstrate to students how artists get ideas from observing their world.

Studio Evaluation Criteria
The built-in Studio Evaluation Criteria is included in the Student Book (Things to Remember) as well as in the Teacher Edition.
The last two pages of each Studio Exploration include Steps 2–5, four technique illustrations, and an Art Criticism feature based on authentic student artwork.

**Teach through Inquiry**
Teaching support includes practical tips and suggestions for guiding students.

2. **Create**
Four technique illustrations to model the use of materials and tools.

3. **Reflect and Revise**
Students are encouraged to revise their artworks as they revisit the studio evaluation criteria they previewed in Things to Remember.

4. **Finish Up**
Students are encouraged to think about their artwork one last time before they consider it complete.

5. **Reflect and Present**
Students learn more about their artworks by sharing with their classmates. They learn the importance of reflecting on what they have learned about themselves as artists, and what techniques, materials, forms, and media they may use in the future.

**Assess**
In addition to the Assessment Rubric, Assess gives teachers additional options for assessing students through their discussions, their critical viewing, and referring back to the Studio Evaluation Criteria for their artworks.

**Assessment Rubric**
Studio-specific Evaluation Criteria, as well as criteria for assessing learning for the complete strand, including the two lessons that precede the Studio Exploration.
For Your Research Journal
Students are encouraged to keep a Research Journal with sketches, ideas, and reflections, and to view the role of an artist as a researcher.

Art Criticism
Possible Answers
Possible answers are included in the Teacher Edition.

Art Criticism
Art Criticism based on student artwork provides students with a safe model for peer revision and assessment.

Portfolio Tip
Portfolio Tips provide practical suggestions for keeping a portfolio, and encouraging students to reflect on themselves as artists and designers, what they have learned, and their goals for future artworks.

Cross-Curricular Connections
The Teacher Edition includes a wealth of connections across the curriculum, including Reading and Language Arts, STEM, Social Studies, and Connections Across the Arts.

Close
Each lesson ends with a three-part Close: the Quick Question Review, Aesthetic Awareness, and Explore the Essential Question.

Presenting
Each Studio Exploration includes ideas for presenting students’ artworks.
Each unit includes a comprehensive STEAM lesson. Students explore the importance of science, technology, engineering, and math in creating artworks.

Focus on . . .
Each lesson focuses on science, technology, engineering, or math.

Engaging Artwork
Each lesson focuses on one twenty-first century artwork to prompt discussion, analysis, exploration, and reflection. These images are available on STEAM Art cards, 8 ½ x 11” on heavy stock. There are six cards for each image to encourage small group exploration and discussion.
Process Images

Process images encourage students to explore the STEAM concepts that contribute to the creation of each artwork. These images are on the back of each STEAM Art card. On the front of each card is the completed artwork that appears on the first page of the lesson.

Research and Collaborate

Hands-on research encourages inquiry and exploration.

STEAM Connections

The Teacher Edition includes connections to science, technology, engineering, and math, designed to support the art educator help students explore these domains.

Create, Reflect, Revise

Each lesson includes a STEAM studio.

Research Journal

STEAM lessons demonstrate that artists and designers are researchers, exploring different materials, techniques, tools, and ways to solve art and design problems.
Each Unit Review includes a review of vocabulary and key concepts. These are designed to provide a variety of options based on your time constraints and classroom needs.

**Unit Review**

In the Unit Review, students review the Unit Objectives, including the Big Idea and Essential Question, as well as Art and Design concepts.

**Unit Performance Tasks**

Each unit concludes with opportunities for students to demonstrate their understanding through engaging performance tasks.

**Writing About Art**

Writing prompts extend art concepts.

**Critical Thinking**

Critical thinking questions encourage higher-level thinking, analysis, exploration, and reflection.

**Art Criticism**

Each Unit Review includes an Art Criticism opportunity. Questions provide an opportunity for students to demonstrate their understanding of the Big Idea, as well as specific art concepts. This is one of four Art Criticism opportunities in each unit.
A comprehensive Assessment Rubric addresses the four unit objectives. These unit objectives are introduced to students in the Unit Introduction.

**Portfolio Tip**
Remind students to sign and date their work whenever possible. When they review their portfolios at the end of the school year, they will be able to see the progress they have made.

**About the Artists**
Sculptor, painter, and printmaker **Elizabeth Catlett** (1915–2012) was born in Washington, D.C. She studied printmaking in Mexico and eventually moved there. Her African American heritage and the influences in her Mexican environment inspired much of her work. In her lifestyle and her art, Catlett sought to affirm human dignity and protest against injustice.

Painter, printmaker, and photographer **Chicano Chino** (born in 1940) attended the University of Washington and Yale University. He paints hand-aided, alsodader portraits from photographs, using a grid system to help him translate the photographs to canvas. His early large-scale black-and-white portraits were in the photorealistic style, executed with an airbrush. Later color portraits are more abstract and painterly, though they still use a grid. More recently, Chino has worked in photography, sometimes employing historical formats like the daguerreotype.
**Davis Digital**

*Explorations in Art* is also available on Davis Digital, a cloud-based platform designed specifically for K–12 art educators. Davis Digital includes access to the same high-quality content and images contained in the print versions of our textbooks, but with added features and flexibility.

**eBooks:** Each eBook purchase includes the Student Book, the Teacher Edition, and the Reproducible Masters.

**Davis Art Images Subscription:** The fine art in each eBook is now extended with access to more than 35,000 digital fine art images from around the globe and across time.

**Fine Art Pop-up:** Click on any fine art image in the Student Book to open a pop-up.

**Curriculum Builder:** A lesson planning and presentation tool that allows you to gather the content you need in one place.

**Portfolios:** You and your students can create online portfolios. Share your portfolios with parents, classmates, and colleagues.

**Student Accounts:** Options include 30, 60, or 200 Student Accounts with the purchase of each eBook.

**Ancillaries**

*Explorations in Art* ancillaries are designed to provide a wealth of useful teaching support to help teachers pick and choose easily. Ancillaries include:

- **Resource Cards** include 36 STEAM Art Cards with Exploration Handouts, 30 Vocabulary Cards, and 30 Artist Cards for each level.
  - **STEAM Art Cards:** six copies of each STEAM lesson allow teachers to easily organize students into small groups for discussion, collaboration, and problem-solving.
  - **STEAM Exploration Handouts:** worksheets to support assessment and guide small group explorations.
  - **Artist Cards:** artist picture on one side, and a biography in English and Spanish on the other side.
  - **Vocabulary Cards:** a picture prompt on one side highlighting an art vocabulary word or concept, and the vocabulary word or expression on the other side in both English and Spanish.

The **Teacher Resource Package** contains even more support for both students and teachers including:

**Student Handouts**
- Pre-Assessments
- Compare and Contrast
- Art Criticism
- Unit Review Assessments

**Artroom Reference Sheets**
- Art Safety
- Color
- Elements of Art
- Principles of Design

**Resources for Teachers**
- Studio Exploration Rubrics
- Artist Biographies
- Glossary (English and Spanish)
- Improving English Language Skills