

The Illinois Learning Standards for Fine Arts:
Late Elementary Visual Arts
Correlated to
Adventures in Art, grade 4, Davis Publications

STATE GOAL 25: Know the language of the arts

Learning Standard A: Understand the sensory elements, organizational principles and expressive qualities of the arts.	<i>Adventures in Art</i> , grade 4, Davis Publications
<p>25.A.2d Visual Arts: Identify and describe the elements of 2- and 3-dimensional space, figure ground, value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story.</p>	<p>Student Edition Pages: 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 148-160</p> <p>Teacher’s Edition Pages: 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, Reference 42-56</p>

	<p>Large Reproductions: #1, <i>Cradling Wheat</i>, Benton; #2, <i>The Road Menders</i>, van Gogh; #3, <i>Gas</i>, Hopper; #4, <i>Chantet Lane</i>, Dasburg; #5, <i>Hunt's Vase</i>, Fish; #6, <i>Four Pears</i>, Alf; #7, <i>Still Life with Train/Plane</i>, Romero; #8, <i>Porcupine</i>, Archuleta; #9, <i>Tired</i>, Catlett; #10, <i>Manhattan Nocturne: Late Evening Traffic</i>, Jacquette; #11, <i>Mrs. Elizabeth Freake and Baby Mary</i>, Unknown; #12, <i>Sale Neige</i>, Mitchell; #13, <i>Dancer Series</i>, Searles; #14, <i>Self-Portrait with Tea Cup</i>, Watt; #15, <i>Three Women at the Races</i>, Degas; #16, <i>String Quilt</i>, Coster; #17, <i>For to be a Framer's Boy</i>, Homer; #18, <i>Storage Jar</i>, Smith; #19, <i>Ceramic Vessel</i>, Torivio; #20, <i>Stepping Out</i>, Lujan; #21, <i>Moon Goddess</i>, Guatemala; #22, "Kifwebe" <i>Face Mask</i>, Zaire; #23, <i>Dancing Table (with Dice)</i>, Trotman; #24, <i>Dragon Robe</i>, China</p>
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	<p>Overhead Transparencies: #1, <i>Dr. J. Robert Oppenheimer, Shahn and Has-No-Horses</i>, Kasebier; #2, <i>The Ark</i>, Miller; #3, <i>The Gulf Stream</i>, Homer; #4, <i>Headrest in Form of Storage Box with Carved Heads</i>, Africa and <i>Swan Bed</i>, Brundege; #5, <i>Dogware and China</i>, Tygart; #6, <i>Social Studies; A Series of Life-Size Wooden Cabinets</i>, Weitz and <i>Cabinet on Stand</i>, Boulle; #7, <i>Flute Player</i>, Nigeria and <i>Boy with Flute</i>, Lewis; #8, <i>Jennie</i>, Jones and <i>Thanksgiving</i>, Lee; #9, <i>A Dash for the Timber</i>, Rimington, <i>Le Jockey</i>, Toulouse-Lautrec and <i>Mohammed-Running</i>, Muybridge; #10, <i>Green Corn Dance</i>, Pena; #11, <i>Camels</i>, Graves and <i>Bactrian Canal</i>, China; #12, <i>Parade</i>, Lawrence and <i>Flag Day</i>, Dorinani; #13, <i>Goldfish Bowl II</i>, Lichtenstein and <i>The Goldfish</i>, Klee; #14, <i>Nimba Headdress</i>, Africa and <i>Salmon Clan Hat</i>, Tlingit; #15, <i>Mrs. Jenkins' Late Night Dinner in Her Room Alone...</i>, Wilson and <i>Emptying the Fridge</i>, Mandel; #16, <i>First Steps</i>, Picasso; #17, <i>Glass Fish</i>, Egypt and <i>Stirrup Vessel</i>, Peru; #18, <i>Dugout</i>, Rockwell and <i>Night Baseball</i>, Phillips; #19, <i>Navaho Covered Wagon</i>, Gilpin and <i>Family Group</i>, Moore; #20, <i>The Generals</i>, Marisol and <i>Horse</i>, Nadelman; #21, <i>Delfina Flores</i>, Rivera and <i>Self-Portrait</i>, Vigee-Lebrun; #22, <i>Front Entrance</i>, McNay Art Museum Courtway, McNay Art Museum; #23, <i>The Towers of Laon Cityscape: Victorian Homes, San Francisco</i>, Delaunay; #24, <i>Early Sunday Morning</i>, Hopper and <i>Morning Light</i>, Bluemner</p>
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	<p>Slide Set: #1, <i>Flight</i>, Dove; #2, <i>Grass in a Park</i>, van Gogh; #3, <i>Trees</i>, Redon; #4, <i>Ob-Neg</i>, Vasarely; #5, <i>Hockey Players</i>, Kirschner; #6, <i>Jubilee, Ghana Festival</i>, Biggers; #7, <i>Pomegranate and Pears</i>, Cezanne; #8, <i>After Racing</i>, Shek; #9, <i>Connecticut Hillside</i>, Lumis; #10, <i>Street Crossing</i>, Marin; #11, <i>Dogs in Frame</i>, Spazzapan; #12, <i>Francesco d’Este</i>, van der Weyden; #13, <i>Peasant Dance</i>, Brueghel; #14, <i>American Flamingo</i>, Audubon; #15, <i>Table Cover</i>, Islamic; #16, <i>Table Clock</i>, Sapper; #17, <i>Goldfish Story</i>, Kuniyoshi; #18, <i>Federal Center</i>, van de Rohe and others; #19, <i>Royal Pavilion</i>, Nash; #20, <i>Cathedral Notre-Dame</i>, Amiens; #21, <i>Eiffel Tower</i>, Eiffel; #22, <i>Dog Effigy Pot</i>, Peruvian, Chimu; #23, <i>Ships in Sail Mosaic</i>, Roman; #24, <i>Mum Mask-Helmet</i>, African; #25, <i>Necklaces, Ring and Bracelets</i>, Navajo; #26, <i>Man’s Hat</i>, Turkana People; #27, <i>Wax-resist Cotton</i>; Yoruba Culture; #28, <i>Camel</i>, Chinese, T’ang Dynasty; #29, <i>Archer</i>, Persian; #30, <i>Cat</i>, Botero</p>
	<p>Assessment Masters: 1-24</p>

<p>Learning Standard B: Understand the similarities, distinctions and connections in and among the arts.</p>	<p><i>Adventures in Art</i>, grade 4, Davis Publications</p>
<p>25.B.2 Understand how elements and principles combine within an art form to express ideas.</p>	<p>Student Edition Pages: 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 140-141</p>
	<p>Teacher’s Edition Pages: 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77,</p>

	78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 140-141
	<p>Large Reproductions: #1, <i>Cradling Wheat</i>, Benton; #2, <i>The Road Menders</i>, van Gogh; #3, <i>Gas</i>, Hopper; #4, <i>Chantet Lane</i>, Dasburg; #5, <i>Hunt's Vase</i>, Fish; #6, <i>Four Pears</i>, Alf; #7, <i>Still Life with Train/Plane</i>, Romero; #8, <i>Porcupine</i>, Archuleta; #9, <i>Tired</i>, Catlett; #10, <i>Manhattan Nocturne: Late Evening Traffic</i>, Jacquette; #11, <i>Mrs. Elizabeth Freake and Baby Mary</i>, Unknown; #12, <i>Sale Neige</i>, Mitchell; #13, <i>Dancer Series</i>, Searles; #14, <i>Self-Portrait with Tea Cup</i>, Watt; #15, <i>Three Women at the Races</i>, Degas; #16, <i>String Quilt</i>, Coster; #17, <i>For to be a Framer's Boy</i>, Homer; #18, <i>Storage Jar</i>, Smith; #19, <i>Ceramic Vessel</i>, Torivio; #20, <i>Stepping Out</i>, Lujan; #21, <i>Moon Goddess</i>, Guatemala; #22, "Kifwebe" <i>Face Mask</i>, Zaire; #23, <i>Dancing Table (with Dice)</i>, Trotman; #24, <i>Dragon Robe</i>, China</p>
	<p>Overhead Transparencies: #1, <i>Dr. J. Robert Oppenheimer</i>, Shahn and <i>Has-No-Horses</i>, Kasebier; #2, <i>The Ark</i>, Miller; #3, <i>The Gulf Stream</i>, Homer; #4, <i>Headrest in Form of Storage Box with Carved Heads</i>, Africa and <i>Swan Bed</i>, Brundege; #5, <i>Dogware and China</i>, Tygart; #6, <i>Social Studies: A Series of Life-Size Wooden Cabinets</i>, Weitz and <i>Cabinet on Stand</i>, Boule; #7, <i>Flute Player</i>, Nigeria and <i>Boy with Flute</i>, Lewis; #8, <i>Jennie</i>, Jones and <i>Thanksgiving</i>, Lee; #9, <i>A Dash for the Timber</i>, Rimington, <i>Le Jockey</i>, Toulouse-Lautrec and <i>Mohammed-Running</i>, Muybridge; #10, <i>Green Corn Dance</i>, Pena; #11, <i>Camels</i>, Graves and <i>Bactrian Canal</i>, China; #12, <i>Parade</i>, Lawrence and <i>Flag Day</i>, Dorinani; #13, <i>Goldfish Bowl II</i>, Lichtenstein and <i>The Goldfish</i>, Klee; #14, <i>Nimba Headdress</i>, Africa and <i>Salmon Clan Hat</i>, Tlingit; #15, <i>Mrs. Jenkins' Late Night Dinner in Her Room Alone...</i>, Wilson and <i>Emptying the Fridge</i>, Mandel; #16, <i>First Steps</i>, Picasso; #17, <i>Glass Fish</i>, Egypt and <i>Stirrup</i></p>

	<p><i>Vessel</i>, Peru; #18, <i>Dugout</i>, Rockwell and <i>Night Baseball</i>, Phillips; #19, <i>Navaho Covered Wagon</i>, Gilpin and <i>Family Group</i>, Moore; #20, <i>The Generals</i>, Marisol and <i>Horse</i>, Nadelman; #21, <i>Delfina Flores</i>, Rivera and <i>Self-Portrait</i>, Vigee-Lebrun; #22, <i>Front Entrance</i>, McNay Art Museum <i>Courtway</i>, McNay Art Museum; #23, <i>The Towers of Laon Cityscape: Victorian Homes</i>, San Francisco, Delaunay; #24, <i>Early Sunday Morning</i>, Hopper and <i>Morning Light</i>, Bluemner</p>
	<p>Slide Set: #1, <i>Flight</i>, Dove; #2, <i>Grass in a Park</i>, van Gogh; #3, <i>Trees</i>, Redon; #4, <i>Ob-Neg</i>, Vasarely; #5, <i>Hockey Players</i>, Kirschner; #6, <i>Jubilee</i>, Ghana Festival, Biggers; #7, <i>Pomegranate and Pears</i>, Cezanne; #8, <i>After Racing</i>, Shek; #9, <i>Connecticut Hillside</i>, Lumis; #10, <i>Street Crossing</i>, Marin; #11, <i>Dogs in Frame</i>, Spazzapan; #12, <i>Francesco d’Este</i>, van der Weyden; #13, <i>Peasant Dance</i>, Brueghel; #14, <i>American Flamingo</i>, Audubon; #15, <i>Table Cover</i>, Islamic; #16, <i>Table Clock</i>, Sapper; #17, <i>Goldfish Story</i>, Kuniyoshi; #18, <i>Federal Center</i>, van de Rohe and others; #19, <i>Royal Pavilion</i>, Nash; #20, <i>Cathedral Notre-Dame</i>, Amiens; #21, <i>Eiffel Tower</i>, Eiffel; #22, <i>Dog Effigy Pot</i>, Peruvian, Chimu; #23, <i>Ships in Sail Mosaic</i>, Roman; #24, <i>Mum Mask-Helmet</i>, African; #25, <i>Necklaces, Ring and Bracelets</i>, Navajo; #26, <i>Man’s Hat</i>, Turkana People; #27, <i>Wax-resist Cotton</i>; Yoruba Culture; #28, <i>Camel</i>, Chinese, T’ang Dynasty; #29, <i>Archer</i>, Persian; #30, <i>Cat</i>, Botero</p>
	<p>Studio Masters: 1-18</p>

STATE GOAL 26: Through creating and performing, understand how works of art are produced.

<p>Learning Standard A: Understand processes, traditional tools and modern technologies used in the arts.</p>	<p><i>Adventures in Art</i>, grade 4, Davis Publications</p>
<p>26.A. 2e Visual Arts: Describe the relationships among media, tools/technology and processes.</p>	<p>Student Edition Pages: 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 140-141</p>
	<p>Teacher’s Edition Pages: 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, Reference 12-17</p>
<p>26.A.2f Visual Arts: Understand the artistic processes of printmaking, weaving, photography and sculpture.</p>	<p>Student Edition Pages: 20-21, 26-27, 52-53, 56-57, 88-89, 94-95, 98-99, 110-111, 114-115, 116-117, 120-121, 122-123, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137</p>
	<p>Teacher’s Edition Pages: 20-21, 26-27, 52-53, 56-57, 88-89, 94-95, 98-99, 110-111, 114-115, 116-117, 120-121, 122-123, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137</p>
	<p>Large Reproductions: #3, <i>Gas</i>, Hopper; #5, <i>Hunt’s Vase</i>, Fish; #6, <i>Four Pears</i>, Alf; #8, <i>Porcupine</i>, Archuleta; #9, <i>Tired</i>, Catlett; #13, <i>Dancer Series</i>, Searles; #14, <i>Self-Portrait with Tea Cup</i>, Watt; #18, <i>Storage Jar</i>, Smith; #19, <i>Ceramic Vessel</i>, Torivio; #20, <i>Stepping Out</i>,</p>

	Lujan; #21, <i>Moon Goddess</i> , Guatemala, #22, “Kifwebe” <i>Face Mask</i> , Zaire; #24, <i>Dragon Robe</i> , China
	Overhead Transparencies: #1, <i>Dr. J. Robert Oppenheimer</i> , Shahn and <i>Has-No-Horses</i> , Kasebier; #6, <i>Social Studies; A Series of Life-Size Wooden Cabinets</i> , Weitz and <i>Cabinet on Stand</i> , Boulle; #7, <i>Flute Player</i> , Nigeria and <i>Boy with Flute</i> , Lewis; #9, <i>A Dash for the Timber</i> , Rimington, <i>Le Jockey</i> , Toulouse-Lautrec and <i>Mohammed-Running</i> , Muybridge; #11, <i>Camels</i> , Graves and <i>Bactrian Canal</i> , China; #12, <i>Parade</i> , Lawrence and <i>Flag Day</i> , Dorinani; #13, <i>Goldfish Bowl II</i> , Lichtenstein and <i>The Goldfish</i> , Klee; #14, <i>Nimba Headdress</i> , Africa and <i>Salmon Clan Hat</i> , Tlingit; #15, <i>Mrs. Jenkins’ Late Night Dinner in Her Room Alone...</i> , Wilson and <i>Emptying the Fridge</i> , Mandel; #17, <i>Glass Fish</i> , Egypt and <i>Stirrup Vessel</i> , Peru; #19, <i>Navaho Covered Wagon</i> , Gilpin and <i>Family Group</i> , Moore; #20, <i>The Generals</i> , Marisol and <i>Horse</i> , Nadelman
	Slide Set: #19, <i>Royal Pavilion</i> , Nash; #20, <i>Cathedral Notre-Dame</i> , Amiens; #22, <i>Dog Effigy Pot</i> , Peruvian, Chimu; #24, <i>Mum Mask-Helmet</i> , African; #26, <i>Man’s Hat</i> , Turkana People; #28, <i>Camel</i> , Chinese, T’ang Dynasty; #29, <i>Archer</i> , Persian; #30, <i>Cat</i> , Botero
	Assessment Masters: 3, 12, 14

Learning Standard B: Apply skills and knowledge necessary to create and perform in one or more of the arts.	<i>Adventures in Art</i> , grade 4, Davis Publications
26.B.2d Visual Arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.	Student Edition Pages: 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 35, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 77, 79, 81, 83, 85, 89, 91, 93, 95, 97, 99, 101, 103, 105, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 135, 137, 141
	Teacher’s Edition Pages: 7, 8-9, 10-11, 13, 15, 17, 19, 21, 22-23, 25, 26-27, 28-29, 30-31, 33, 34-35, 37, 39, 41, 43, 45, 46-47, 48-49, 51, 53, 54-55, 56-57, 58-59, 61, 62-63, 65, 67, 69,

	70-71, 73, 75, 77, 78-79, 81, 82-83, 84-85, 87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 101, 103, 105, 107, 109, 111, 113, 114-115, 117, 118-119, 120-121, 122-123, 124-125, 127, 129, 131, 132-133, 134-135, 136-137, 139, 140-141
	Studio Masters: 1-18
	Assessment Masters: 1-24
	Technology: CD-Rom 1, <i>Color</i> , lessons 1,2,3,4 CD-Rom 2, <i>Elements of Design</i> , lessons 1,2,3,4,5 CD-Rom 3, <i>Artists at Work</i> , lessons 1,2,3 CD-Rom 4, <i>Art Adventure</i> , lessons 1,2 TE 26, 81, 87, 91, 99, 123

STATE GOAL 27: Understand the role of the arts in civilizations, past and present.

Learning Standard A: Analyze how the arts function in history, society and everyday life.	<i>Adventures in Art</i> , grade 4, Davis Publications
27.A.2a Identify and describe the relationship between the arts and various environments (e.g., home, school, workplace, theatre, gallery).	Student Edition Pages: 6-7, 8-9, 24-25, 26-27, 28-29, 36-37, 64-65, 70-71, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 118-119, 120-121, 122-123, 124-125, 140-141
	Teacher's Edition Pages: 6-7, 8-9, 24-25, 26-27, 28-29, 36-37, 64-65, 70-71, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 118-119, 120-121, 122-123, 124-125, 140-141
27A.2b Describe how the arts function in commercial applications (e.g., mass media and product design).	Student Edition Pages: 76-77, 78-79, 80-81, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99
	Teacher's Edition Pages: 76-77, 78-79, 80-81, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, Reference 22

<p>Learning Standard B: Understand how the arts shape and reflect history, society and everyday life.</p>	<p><i>Adventures in Art</i>, grade 4, Davis Publications</p>
<p>27.B.2 Identify and describe how the arts communicate the similarities and differences among various people, places and times.</p>	<p>Student Edition Pages: 26-27, 30-31, 32-33, 36-37, 42-43, 74-75, 82-83, 84-85, 88-89, 96-97, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139</p>
	<p>Teacher’s Edition Pages: 26-27, 30-31, 32-33, 36-37, 42-43, 74-75, 82-83, 84-85, 88-89, 96-97, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, Reference 23-25</p>
	<p>Large Reproductions: #1, <i>Cradling Wheat</i>, Benton; #5, <i>Hunt’s Vase</i>, Fish; #6, <i>Four Pears</i>, Alf; #7, <i>Still Life with Train/Plane</i>, Romero; #8, <i>Porcupine</i>, Archuleta; #9, <i>Tired</i>, Catlett; #13, <i>Dancer Series</i>, Searles; #16, <i>String Quilt</i>, Coster; #17, <i>For to be a Framer’s Boy</i>, Homer; #18, <i>Storage Jar</i>, Smith; #19, <i>Ceramic Vessel</i>, Torivio; #20, <i>Stepping Out</i>, Lujan; #21, <i>Moon Goddess</i>, Guatemala; #22, “<i>Kifwebe</i>” <i>Face Mask</i>, Zaire; #23, <i>Dancing Table (with Dice)</i>, Trotman; #24, <i>Dragon Robe</i>, China</p>
	<p>Overhead Transparencies: #1, <i>Dr. J. Robert Oppenheimer</i>, Shahn and <i>Has-No-Horses</i>, Kasebier; #5, <i>Dogware and China</i>, Tygart; #6, <i>Social Studies; A Series of Life-Size Wooden Cabinets</i>, Weitz and <i>Cabinet on Stand</i>, Boulle; #7, <i>Flute Player</i>, Nigeria and <i>Boy with Flute</i>, Lewis; #10, <i>Green Corn Dance</i>, Pena; #11, <i>Camels</i>, Graves and <i>Bactrian Canal</i>, China; #12, <i>Parade</i>, Lawrence and <i>Flag Day</i>, Dorinani; #13, <i>Goldfish Bowl II</i>, Lichtenstein and <i>The Goldfish</i>, Klee; #14, <i>Nimba Headdress</i>, Africa and <i>Salmon Clan Hat</i>, Tlingit; #15, <i>Mrs. Jenkins’ Late Night Dinner in Her Room Alone...</i>, Wilson and <i>Emptying the Fridge</i>, Mandel; #16, <i>First Steps</i>, Picasso; #17, <i>Glass Fish</i>, Egypt and <i>Stirrup Vessel</i>, Peru; #18, <i>Dugout</i>, Rockwell and <i>Night Baseball</i>, Phillips; #19, <i>Navaho Covered Wagon</i>, Gilpin and <i>Family Group</i>, Moore; #20,</p>

	<p><i>The Generals</i>, Marisol and <i>Horse</i>, Nadelman; #21, <i>Delfina Flores</i>, Rivera and <i>Self-Portrait</i>, Vige-Lebrun; #22, <i>Front Entrance</i>, McNay Art Museum Courtway, McNay Art Museum; #23, <i>The Towers of Laon Cityscape: Victorian Homes, San Francisco</i>, Delaunay; #24, <i>Early Sunday Morning</i>, Hopper and <i>Morning Light</i>, Bluemner</p>
	<p>Slide Set: #6, <i>Jubilee, Ghana Festival</i>, Biggers; #7, <i>Pomegranate and Pears</i>, Cezanne; #17, <i>Goldfish Story</i>, Kuniyoshi; #22, <i>Dog Effigy Pot</i>, Peruvian, Chimu; #23, <i>Ships in Sail Mosaic</i>, Roman; #24, <i>Mum Mask-Helmet</i>, African; #25, <i>Necklaces, Ring and Bracelets</i>, Navajo; #26, <i>Man's Hat</i>, Turkana People; #27, <i>Wax-resist Cotton</i>; Yoruba Culture; #28, <i>Camel</i>, Chinese, T'ang Dynasty; #29, <i>Archer</i>, Persian; #30, <i>Cat</i>, Botero</p>