

Texas Essential Knowledge and Skills (TEKS) Breakouts

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.

(a) Introduction.

(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

Knowledge and Skills Statement	Student Expectation	Breakout
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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 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

(i) use appropriate vocabulary when discussing the elements of art, including line

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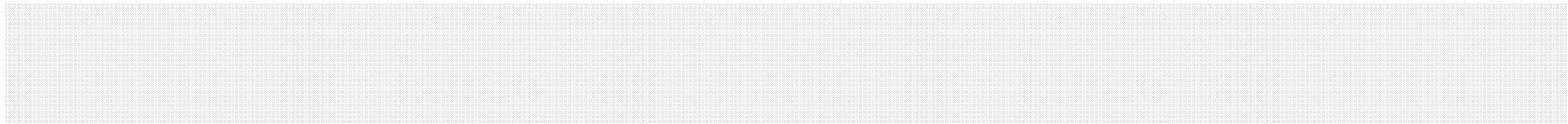
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(1) Foundations: observation and perception. The student develops

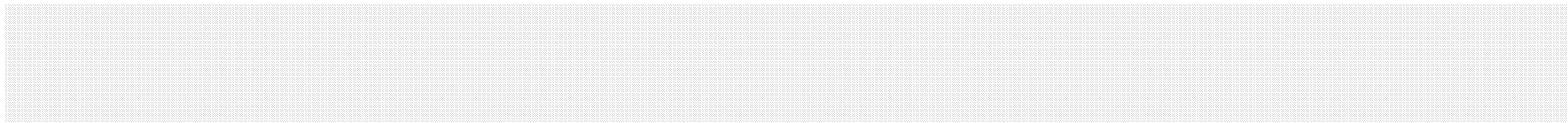
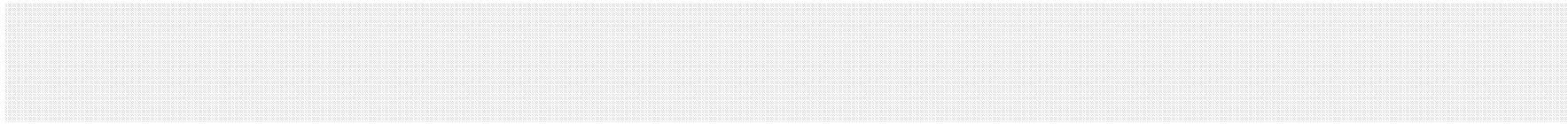
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<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating 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>(viii) use appropriate vocabulary when discussing the principles of design, including emphasis</p>

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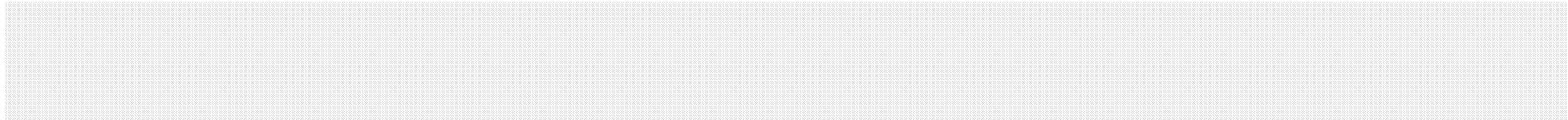
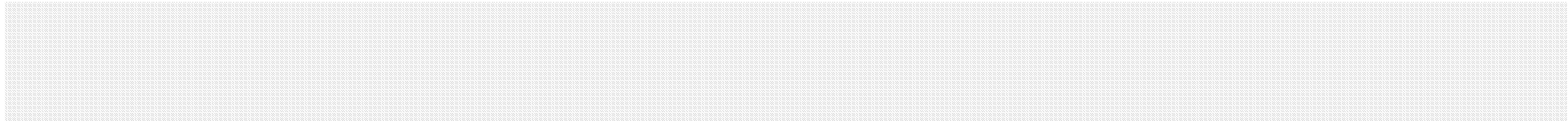
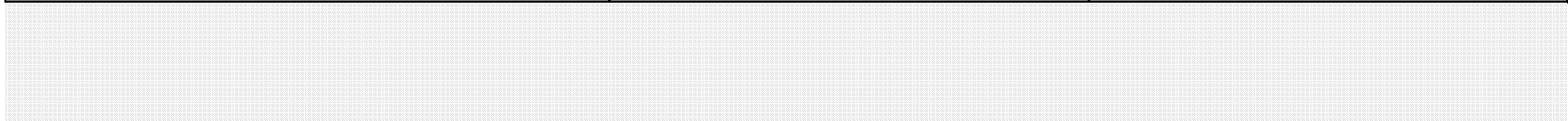
Knowledge and Skills Statement	Student Expectation	Breakout
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Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. 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) 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</p>	<p>(iii) produce prints using a variety of materials</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem solving skills. The student is expected to:</p>	<p>(C) 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</p>	<p>(iv) produce sculpture, including modeled forms, using a variety of materials</p>

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<p>(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:</p>	<p>(A) identify simple main ideas expressed in artworks from various times and places</p>	<p>(ii) identify simple main ideas expressed in artworks from various places</p>
<p>(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:</p>	<p>(B) compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures</p>	<p>(i) compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures</p>

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<p>(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:</p>	<p>(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</p>	<p>(i) use methods to identify main ideas found in collections of artworks created by self in real or virtual portfolios, galleries, or art museums</p>
<p>(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:</p>	<p>(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</p>	<p>(ii) use methods to identify main ideas found in collections of artworks created by peers in real or virtual portfolios, galleries, or art museums</p>

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(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 muset1.1(m)-24.q1(r)-6.3(es4t)-1.002 >BDC 25.749 0 T6.2Tw 9((-)-6.3(B)2.1