

Texas Essential Knowledge and Skills (TEKS) Breakouts

Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts
Subchapter	Subchapter E. Middle School, Adopted 2013
Course	§117.202. Art, Middle School 1, Adopted 2013.

(a) General requirements. Students in Grades 6, 7, or 8 enrolled in the first year of art may select Art, Middle School 1.

(b) Introduction.

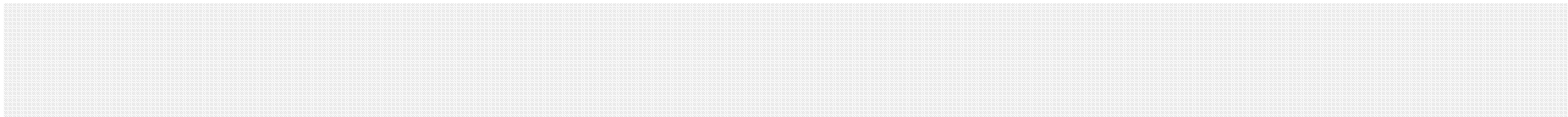
(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and the world. The fine arts disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and improve academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace skills, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the fine arts, is essential to nurture and develop the whole child.

(2) Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide the foundation for the fine arts.

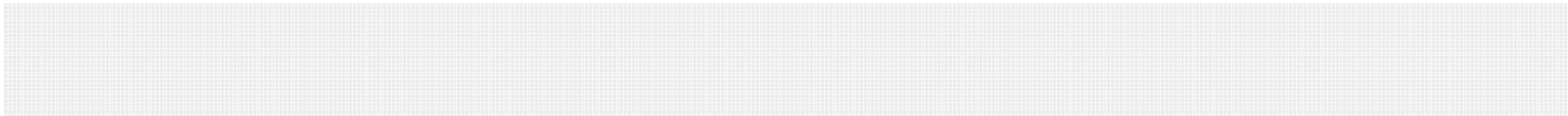
Knowledge and Skills Statement	Student Expectation	Breakout
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(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by 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 original artworks. The student is expected to:

(i) identify concepts from direct observation



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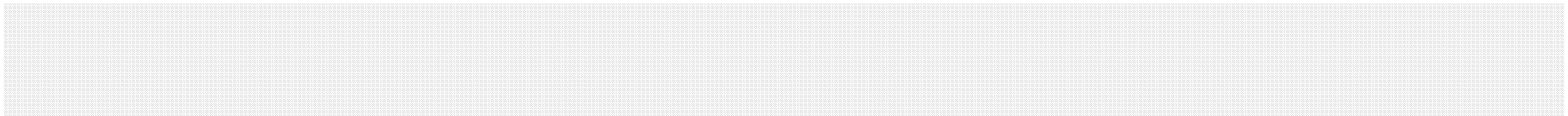
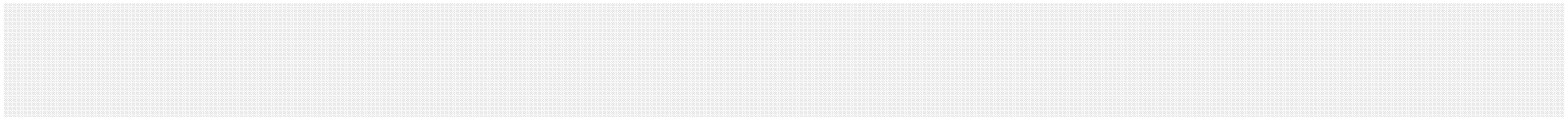


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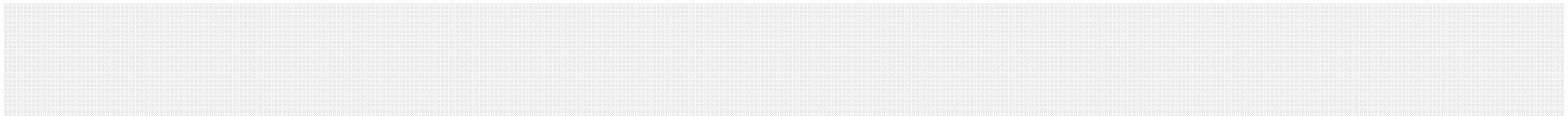
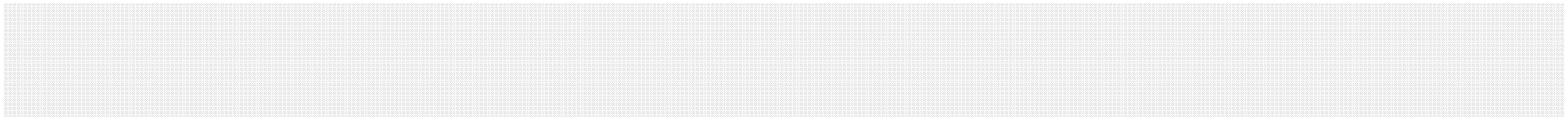
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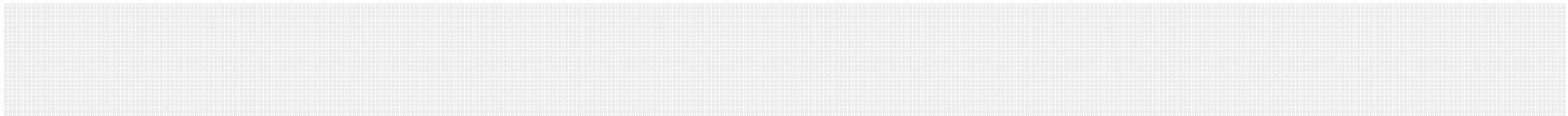
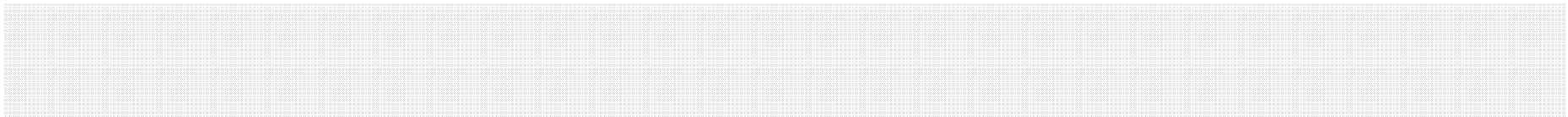
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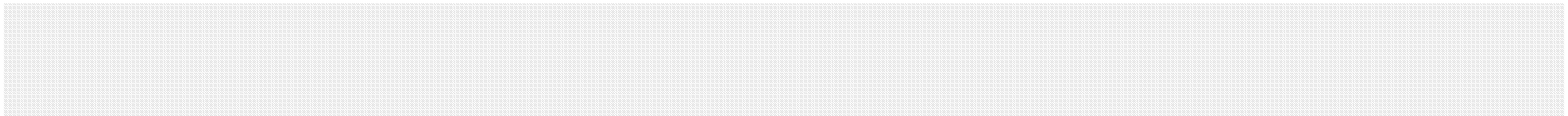
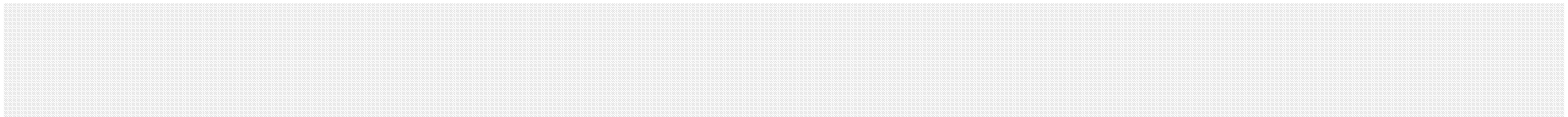
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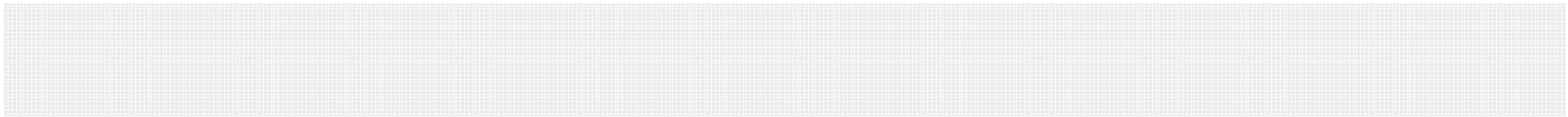


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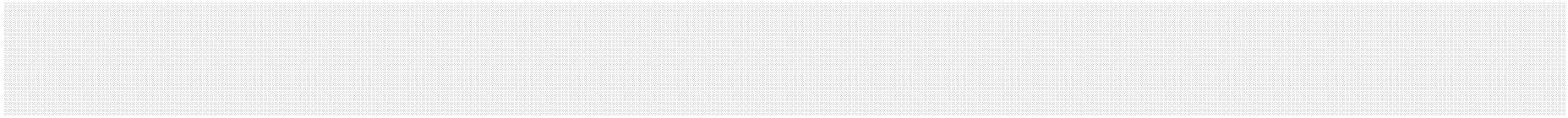
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(ix) apply the principles of design, including repetition/pattern, in personal artworks using art vocabulary appropriately



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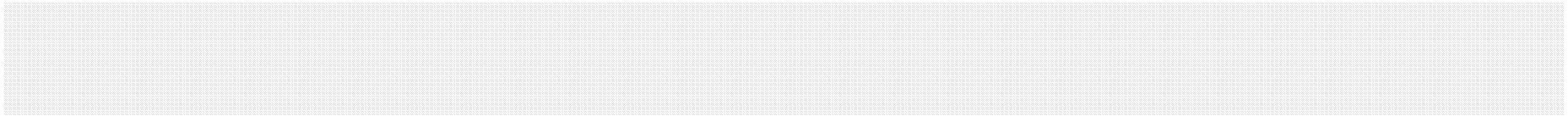
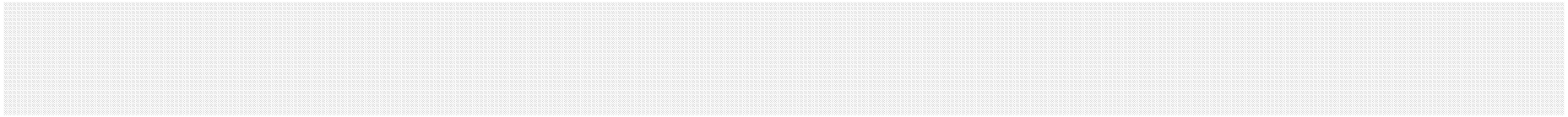
(x) apply the principles of design, including movement/rhythm, in personal artworks using art vocabulary appropriately



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<p>(1) Foundations: observation and perception. The student observes and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning art understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(D) discuss the expressive properties of artworks, such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately</p>	<p>(i) discuss the expressive properties of artworks using art vocabulary accurately</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate 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) create original artworks based on direct observations, original sources, personal experiences, and the community</p>	<p>(i) create original artworks based on direct observations</p>

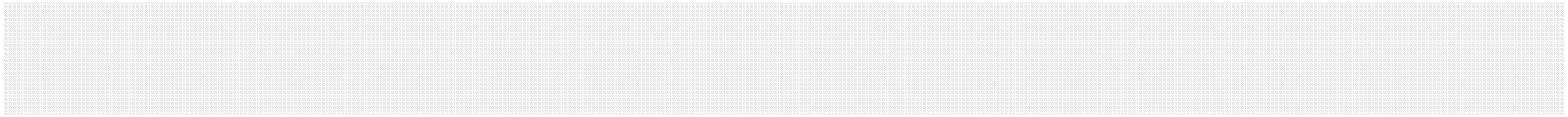
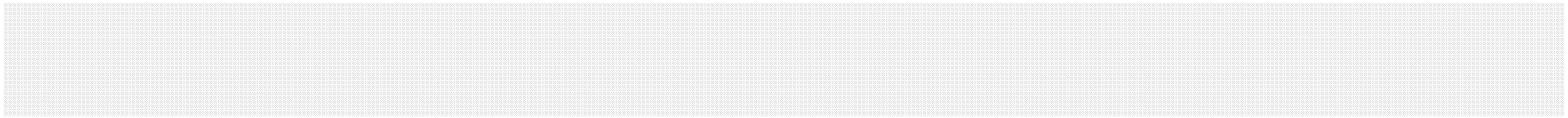
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(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. is expected to:

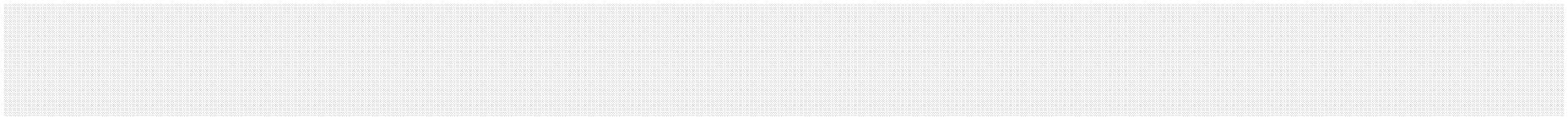
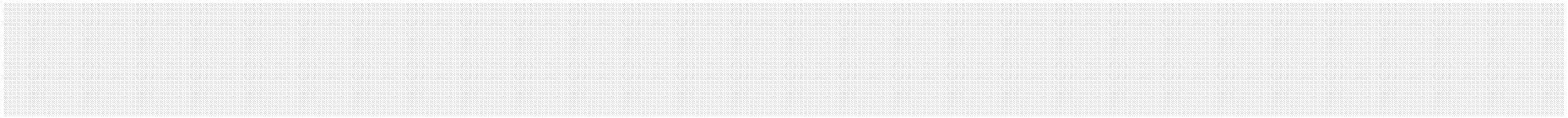


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<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate materials. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(iv) produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials</p>	<p>(iv) produce artworks, including sculptures/modeled forms, using a variety of materials</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate materials. 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>(v) produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials</p>	<p>(v) produce artworks, including ceramics, using a variety of materials</p>

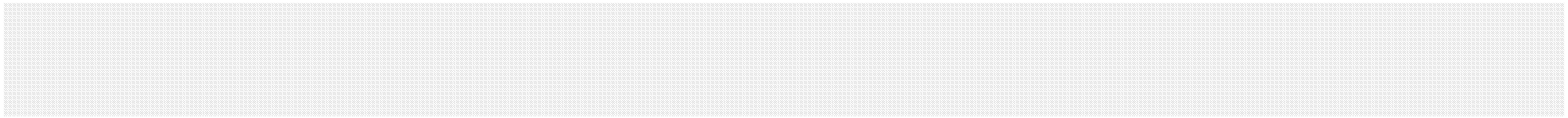


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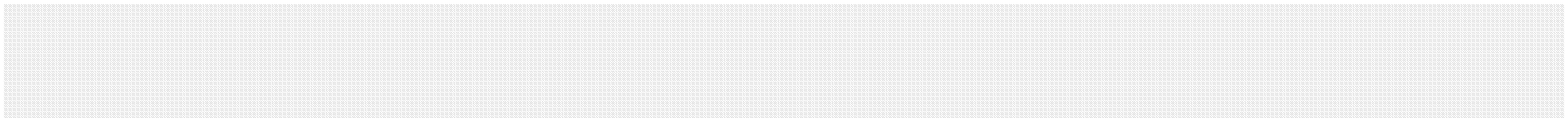
(v) produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials

(viii) produce artworks, including digital art and media, using a variety of materials



(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 the influence of historical and cultural events in artworks



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<p>(3) Historical and cultural relevance. The student demonstrates 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) identify examples of art that convey universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict and cooperation</p>	<p>(i) identify examples of art that convey universal themes</p>
<p>(3) Historical and cultural relevance. The student demonstrates 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>(C) explain the relationships that exist between societies and their art and architecture</p>	<p>(i) explain the relationships that exist between societies and their art</p>

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Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:</p>	<p>(B) analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork</p>	<p>(i) analyze original artworks using a method of critique</p>
<p>(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:</p>	<p>(C) develop a portfolio</p>	<p>(i) develop a portfolio</p>
<p>(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:</p>	<p>(D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art centers</p>	<p>(i) investigate original artworks in a variety of venues outside of the classroom</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 the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:</p>	<p>(D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art</p>	<p>(ii) explore original artworks in a variety of venues outside of the classroom</p>
<p>(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:</p>	<p>(E) understand and demonstrate proper exhibition etiquette</p>	<p>(i) understand proper exhibition etiquette</p>
<p>(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:</p>	<p>(E) understand and demonstrate proper exhibition etiquette</p>	<p>(ii) demonstrate proper exhibition etiquette</p>

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