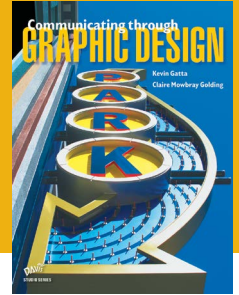




TEKS 100% Compliance Lesson Extensions

Communicating through Graphic Design, Student Book

ART LEVEL I



Communicating through Graphic Design, Student Book				
ART LEVEL I TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
2.C.II	Use an understanding of public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	Chapter 3 The Design Process: Research	56–57	Note It: Appropriated images can be incorporated into your designs with an understanding of copyright and public domain. Locate graphic design images online, in books, or in magazines. Research whether these found images are covered by copyright or in the public domain when using them in your work. Images in the public domain are no longer covered by Intellectual property rights. If using copyrighted images, be aware of factors such as the amount of the original work used, parody of or commentary on the original work, and transformation of the original work.
		Chapter 3 The Design Process: Photographs and Scans	76–77	Try It: Incorporate photographs as the focal point of a poster. Use your own photographs or search online databases of rights-free or public domain photographs to use in your design. As with clip art, remember that any photograph you find on the Internet may be protected by copyright law. Always check terms before you use or change someone else's photograph.
2.F.III	Demonstrate effective use of art media in painting	Chapter 4 Identity Design: Ways to Show Identity – Symbols and Logos: Try It	88	Try It: After researching, brainstorming ideas for your logo, and sketching your design using pencils and markers, create the final logo design using paint. Refine the ideas you generated in your sketches using paint to add color, contrast, and a finished look to your design.
		Chapter 4 Identity Design: Stamps and Money – Stamp Design	96	Try It: Design a stamp that reflects your identity. Consider how to incorporate images and text, including names, locations, and the cost of the stamp. Use paint to create the stamp on poster-size paper or canvas. Display your stamp designs alongside your fellow students to discuss how the stamps reflect identity.

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2.F.IV	Demonstrate effective use of art tools in painting	Chapter 4 Identity Design: Ways to Show Identity – Symbols and Logos: Try It	88	Try It: After researching, brainstorming ideas for your logo, and sketching your design using pencils and markers, create the final logo design using paint. Refine the ideas you generated in your sketches using paint to add color, contrast, and a finished look to your design.
		Chapter 4 Identity Design: Stamps and Money – Stamp Design	96	Try It: Design a stamp that reflects your identity. Consider how to incorporate images and text, including names, locations, and the cost of the stamp. Use paint to create the stamp on poster-size paper or canvas. Display your stamp designs alongside your fellow students to discuss how the stamps reflect identity.
2.F.V	Demonstrate effective use of art media in printmaking	Chapter 3 The Design Process: Studio Experience: Create It	80	Create It: 5. Create multiples of your design using available printmaking methods, such as silkscreen, lithography, or stencils.
		Chapter 7 Environmental and Information Design: Signage: Try It	153–154	Try It: Once you feel you have a clear, simple design for your sign, use silk-screen techniques to reproduce the design.
2.F.VI	Demonstrate effective use of art tools in printmaking	Chapter 3 The Design Process: Studio Experience: Create It	80	Create It: 5. Create multiples of your design using available printmaking methods, such as silkscreen, lithography, or stencils.
		Chapter 7 Environmental and Information Design: Signage: Try It	153–154	Try It: Once you feel you have a clear, simple design for your sign, use silk-screen techniques to reproduce the design.
2.F.VII	Demonstrate effective use of art media in sculpture	Chapter 4 Identity Design: Ways to Show Identity – Designing Money: Try It	97	Try It: Sculpt your coin designs using clay. Creating oversized coins will allow for more detail.
		Chapter 7 Environmental and Information Design: Exhibit Design: Try It	158	Try It: Use clay to sculpt scale models of three-dimensional components, such as interactive exhibits or dioramas.

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2.F.VIII	Demonstrate effective use of art tools in sculpture	Chapter 4 Identity Design: Ways to Show Identity – Designing Money: Try It	97	Try It: Sculpt your coin designs using clay. Creating oversized coins will allow for more detail.
		Chapter 7 Environmental and Information Design: Exhibit Design: Try It	158	Try It: Use clay to sculpt scale models of three-dimensional components, such as interactive exhibits or dioramas.
2.F.IX	Demonstrate effective use of art media in ceramics	Chapter 4 Identity Design: Ways to Show Identity – Designing Money: Try It	97	Try It: Sculpt your coin designs using clay. Creating oversized coins will allow for more detail.
		Chapter 7 Environmental and Information Design: Exhibit Design: Try It	158	Try It: Use clay to sculpt scale models of three-dimensional components, such as interactive exhibits or dioramas.
2.F.X	Demonstrate effective use of art tools in ceramics	Chapter 4 Identity Design: Ways to Show Identity – Designing Money: Try It	97	Try It: Sculpt your coin designs using clay. Creating oversized coins will allow for more detail.
		Chapter 7 Environmental and Information Design: Exhibit Design: Try It	158	Try It: Use clay to sculpt scale models of three-dimensional components, such as interactive exhibits or dioramas.
2.F.XI	Demonstrate effective use of art media in fiber art	Chapter 4 Identity Design: Ways to Show Identity – Symbols and Logos: Try It	88	Use fabric markers to incorporate the logo you designed onto a reusable fabric shopping bag.
		Chapter 4 Identity Design: Ways to Show Identity – Uniforms and Insignia	95	Try It: Design a school or team uniform that incorporates a school insignia of your own design. For the insignia, consider the shape of the insignia and placement of words and images.
2.F.XII	Demonstrate effective use of art tools in fiber art	Chapter 4 Identity Design: Ways to Show Identity – Symbols and Logos: Try It	88	Use fabric markers to incorporate the logo you designed onto a reusable fabric shopping bag.
		Chapter 4 Identity Design: Ways to Show Identity – Uniforms and Insignia	95	Try It: Design a school or team uniform that incorporates a school insignia of your own design. For the insignia, consider the shape of the insignia and placement of words and images.

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2.F.XIII	Demonstrate effective use of art media in design	Chapter 4 Identity Design: Studio Experience—Identity in a Package: Check It	100–101	Check It: How does your use of art media and tools reinforce the identity you created in your design?
		Chapter 6 Advertising Design: Studio Experience—A Direct Mail Package: Check It	142–143	Check It: Are art media and tools used effectively in the design of the packet?
2.F.XIV	Demonstrate effective use of art tools in design	Chapter 4 Identity Design: Studio Experience—Identity in a Package: Check It	100–101	Check It: How does your use of art media and tools reinforce the identity you created in your design?
		Chapter 6 Advertising Design: Studio Experience—A Direct Mail Package: Check It	142–143	Check It: Are art media and tools used effectively in the design of the packet?
3.D.I	Compare and contrast career and avocational opportunities in art	Chapter 5 Publications Design: Writing about Art	125	Writing about Art: Compare and contrast the Career Profiles throughout the text. What career and avocational opportunities seem suited to your talents?
		Chapter 8 Digital Design: Writing about Art	191	Writing about Art (new): Review the Career Profile in Chapter 8. What career and avocational opportunities can you list that combine creativity and language? Write a description of how you can incorporate these opportunities in your own life.
4.D.VIII	Select portfolios to form precise conclusions about cultural contexts	Chapter 2 The Art of Graphic Design: Design History - Art Deco in America: Try It	29	Try It: What conclusions can you make about the cultural and historical context of the posters in your portfolio or exhibition?
		Chapter 3 The Design Process: Design History – The Evolution of the Poster	74–75	Try It: Review the posters featured on pages 74 and 75, as well as those referenced in the Note It on page 74. You can also find poster exhibits at museums such as the Cooper-Hewitt Design Museum (www.cooperhewitt.org). What cultural and historical conclusions can you make based on an overview of poster design evolution?

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ART LEVEL I TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
4.D.XII	Select exhibitions to form precise conclusions about historical contexts	Chapter 2 The Art of Graphic Design: Design History - Art Deco in America: Try It	29	Try It: What conclusions can you make about the cultural and historical context of the posters in your portfolio or exhibition?
		Chapter 3 The Design Process: Design History – The Evolution of the Poster	74–75	Try It: Review the posters featured on pages 74 and 75, as well as those referenced in the Note It on page 74. You can also find poster exhibits at museums such as the Cooper-Hewitt Design Museum (www.cooperhewitt.org). What cultural and historical conclusions can you make based on an overview of poster design evolution?
4.D.XIII	Select exhibitions to form precise conclusions about cultural contexts	Chapter 2 The Art of Graphic Design: Design History - Art Deco in America: Try It	29	Try It: What conclusions can you make about the cultural and historical context of the posters in your portfolio or exhibition?
		Chapter 3 The Design Process: Design History – The Evolution of the Poster	74–75	Try It: Review the posters featured on pages 74 and 75, as well as those referenced in the Note It on page 74. You can also find poster exhibits at museums such as the Cooper-Hewitt Design Museum (www.cooperhewitt.org). What cultural and historical conclusions can you make based on an overview of poster design evolution?

TEKS Descriptions

(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 artwork. The student is expected to:

(A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork

(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork

(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork

(D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately

(2) Creative expression. The student communicates ideas through original artwork 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:

(A) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination

(B) communicate a variety of applications for design solutions

(C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination

(D) create original artwork to communicate thoughts, feelings, ideas, or impressions

(E) collaborate to create original works of art

(F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media

(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) compare and contrast historical and contemporary styles while identifying general themes and trends

(B) describe general characteristics in artworks from a variety of cultures, which might also include personal identity and heritage

(C) collaborate on community-based art projects

(D) compare and contrast career and avocational opportunities in art

(4) Critical evaluation and response. The student responds to and analyzes the 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:

(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites

(B) evaluate and analyze artwork using a verbal or written 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

(C) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning

(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings