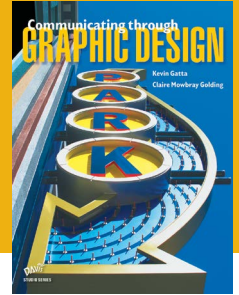




TEKS 100% Compliance Lesson Extensions

Communicating through Graphic Design, Teacher Edition

ART LEVEL I



Communicating through Graphic Design, Teacher Edition				
ART LEVEL I TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
1.C.III	Identify the principles of design, including repetition/pattern, in personal artwork	Chapter 1 What is Graphic Design? A Brief History: Teaching Tip (1)	5	Teaching Tip (1): After students discuss their found patterns, have them design their own patterns. Encourage students to pay attention to both the decorative and functional aspects of their designs.
		Chapter 2 The Art of Graphic Design: The Principles of Design - Pattern	41	Design Extension: Have students look around them to find examples of pattern in everyday design, such as fabric, wallpaper, and packaging. After investigating patterns, have students make designs for fabric using planned patterns. Students should create an example of a grid pattern, an alternating pattern, and a radial pattern.
2.F.V	Demonstrate effective use of art media in printmaking	Chapter 3 The Design Process: Studio Experience: Studio Display	81	Studio Display: Students can use available printmaking methods, such as silkscreen, lithography, or stencils to make multiples of their designs.
		Chapter 7 Environmental and Information Design: Signage: Design Extension	153	Design Extension: Have students use silkscreen techniques to reproduce their designs.
2.F.VI	Demonstrate effective use of art tools in printmaking	Chapter 3 The Design Process: Studio Experience: Studio Display	81	Studio Display: Students can use available printmaking methods, such as silkscreen, lithography, or stencils to make multiples of their designs.
		Chapter 7 Environmental and Information Design: Signage: Design Extension	153	Design Extension: Have students use silkscreen techniques to reproduce their designs.

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2.F.VII	Demonstrate effective use of art media in sculpture	Chapter 4 Identity Design: Ways to Show Identity – Designing Money: Design Extension	97	Design Extension: Have students use clay to sculpt their coin designs. Students can create oversized coins to allow for more detail.
		Chapter 7 Environmental and Information Design: Exhibit Design: Design Extension	158	Design Extension (new): Encourage students to use clay to sculpt scale models of three-dimensional exhibit components, such as interactive exhibits or dioramas.
2.F.VIII	Demonstrate effective use of art tools in sculpture	Chapter 4 Identity Design: Ways to Show Identity – Designing Money: Design Extension	97	Design Extension: Have students use clay to sculpt their coin designs. Students can create oversized coins to allow for more detail.
		Chapter 7 Environmental and Information Design: Exhibit Design: Design Extension	158	Design Extension (new): Encourage students to use clay to sculpt scale models of three-dimensional exhibit 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: Design Extension	97	Design Extension: Have students use clay to sculpt their coin designs. Students can create oversized coins to allow for more detail.
		Chapter 7 Environmental and Information Design: Exhibit Design: Design Extension	158	Design Extension (new): Encourage students to use clay to sculpt scale models of three-dimensional exhibit 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: Design Extension	97	Design Extension: Have students use clay to sculpt their coin designs. Students can create oversized coins to allow for more detail.
		Chapter 7 Environmental and Information Design: Exhibit Design: Design Extension	158	Design Extension (new): Encourage students to use clay to sculpt scale models of three-dimensional exhibit components, such as interactive exhibits or dioramas.

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ART LEVEL I TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
4.D.VIII	Select portfolios to form precise conclusions about cultural contexts	Chapter 1 What is Graphic Design?: A Brief History – Into the Modern Age: Teaching Tip	11	Teaching Tip: How do the promotional materials reflect the cultural and historical context in which they were created? How does the advertiser communicate meaning?
		Chapter 2 The Art of Graphic Design: Design History - Art Deco in America: Teaching Tip	29	Teaching Tip: Encourage students to consider the conclusions they can make about the cultural context, historical context, and meaning in the posters in their portfolio from the Try It on page 29.
4.D.XXIV	Analyze portfolios to form precise conclusions about intentions	Chapter 1 What is Graphic Design?: A Brief History – Into the Modern Age: Teaching Tip	11	Teaching Tip: How do the promotional materials reflect the cultural and historical context in which they were created? How does the advertiser communicate meaning? What conclusions can students make about the intention of the advertisement design?
		Chapter 2 The Art of Graphic Design: Design History - Art Deco in America: Teaching Tip	29	Teaching Tip: Encourage students to consider the conclusions they can make about the cultural context, historical context, and intentions in the posters in their portfolio from the Try It on page 29.
4.D.XXV	Analyze portfolios to form precise conclusions about meanings	Chapter 1 What is Graphic Design?: A Brief History – Into the Modern Age: Teaching Tip	11	Teaching Tip: How do the promotional materials reflect the cultural and historical context in which they were created? How does the advertiser communicate meaning? What conclusions can students make about the intention of the advertisement design?
		Chapter 2 The Art of Graphic Design: Design History - Art Deco in America: Teaching Tip	29	Teaching Tip: Encourage students to consider the conclusions they can make about the cultural context, historical context, and meaning in the posters in their portfolio from the Try It on page 29.

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