



TEKS 100% Compliance Lesson Extensions

Explorations in Art Grade 1, Teacher Edition

ART GRADE 1



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ART GRADE 1 TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
1.B.IX	Identify the elements of art, including texture, in human-made environments	Lesson 2: Beauty in Nature: Seeing Lines Change Directions — Teach: Explore the Images: Focus on A	6	Teach — Explore the Images: Focus on A: Encourage children to point out different textures in the garden. Are these visual textures or actual textures? How has the garden artist contrasted various types of actual textures?
		Connections: Getting Ideas from Nature — Teach: Explore the Images: In Daily Life	118	Teach — Explore the Images: In Daily Life: Direct students to examine the many different textures the sculptor achieved in shaping the plants.
1.B.XI	Identify the principles of design, including emphasis, in nature	Lesson 2: Beauty in Nature: Seeing Lines Change Directions — Teach: Explore the Images: Focus on A	6	Teach — Explore the Images: Focus on A: Elicit responses from students as to where the garden artist placed emphasis: on the individual squares of flowers, the overall grid pattern, or somewhere else?
		Studio Exploration for 19 and 20: Fancy Flying Insects — Teach: Explore the Images: Focus on B–D	98	Teach — Explore the Images: Focus on B–D: Where do students see emphasis?
1.B.XVI	Identify the principles of design, including balance, in human-made environments	Lesson 1: Beautiful Buildings: Finding Lines Everywhere — Teach: Explore the Images: Focus on A and B	4	Teach — Explore the Images: Focus on A and B: Have students explain different ways in which the Taj Mahal demonstrates symmetrical balance.
		Lesson 12: Neighborhood Buildings: Drawing with Shapes — Teach: Explore the Images: Focus on A	52	Teach — Explore the Images: Focus on A: Have students explain different ways in which the building demonstrates symmetrical balance.

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 artworks. The student is expected to:

(A) identify similarities, differences, and variations among subjects in the environment using the senses

(B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments

(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:

(A) invent images that combine a variety of lines, shapes, colors, textures, and forms

(B) place components in orderly arrangements to create designs

(C) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms

(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 simple ideas expressed in artworks through different media

(B) demonstrate an understanding that art is created globally by all people throughout time

(C) discuss the use of art in everyday life

(D) relate visual art concepts to other disciplines

(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:

(A) explain ideas about personal artworks

(B) identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers

(C) compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self evaluations or exhibitions