



# TEKS 100% Compliance Lesson Extensions

## The Visual Experience, Teacher Edition

### ART LEVEL I



The Visual Experience, Teacher Edition				
ART LEVEL I TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
<b>2.C.I</b>	Use an understanding of copyright to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	Chapter 7: Texture — 7.4 Studio Experience: Texture Collage: Digital Option	161	Digital Option: If students use images from the Internet, a book, or a magazine, make sure they are aware of whether the image is in the public domain or covered by copyright. Artworks are covered by copyright for the lifetime of the artists plus 70 years, after which they become part of the public domain (okay to use unless the photo of the work is copyrighted). Artists often claim fair use when appropriating copyrighted materials, which includes the amount of the original work used, parody or commentary on the original work, transformation of the original work, and not negatively affecting sales of the original work.
		Chapter 8: Principles of Design — 8.14 Studio Experience: Varied Forms of Balance: Digital Option	201	Digital Option: If students use images from the Internet, a book, or a magazine, make sure they are aware of whether the image is in the public domain or covered by copyright. Artworks are covered by copyright for the lifetime of the artists plus 70 years, after which they become part of the public domain (okay to use unless the photo of the work is copyrighted). Artists often claim fair use when appropriating copyrighted materials, which includes the amount of the original work used, parody or commentary on the original work, transformation of the original work, and not negatively affecting sales of the original work.

# ART LEVEL I TEKS Lesson Extensions for The Visual Experience

The Visual Experience, Teacher Edition				
ART LEVEL I TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
<b>2.C.II</b>	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 10: 3-D Media — 10.12 Studio Experience: Figurative Clay Sculpture: Digital Option	284	Digital Option (new): If students use images from the Internet, a book, or a magazine, make sure they are aware of whether the image is in the public domain or covered by copyright. Artworks are covered by copyright for the lifetime of the artists plus 70 years, after which they become part of the public domain (okay to use unless the photo of the work is copyrighted). Artists often claim fair use when appropriating copyrighted materials, which includes the amount of the original work used, parody or commentary on the original work, transformation of the original work, and not negatively affecting sales of the original work.
		Chapter 13: Non-Western Art History I — 13.8 Studio Experience: The Soul of Japan: Mixed-Media Umbrella Form: Teach	374	Teach: If students use images from the Internet, a book, or a magazine, make sure they are aware of whether the image is in the public domain or covered by copyright. Artworks are covered by copyright for the lifetime of the artists plus 70 years, after which they become part of the public domain (okay to use unless the photo of the work is copyrighted). Artists often claim fair use when appropriating copyrighted materials, which includes the amount of the original work used, parody or commentary on the original work, transformation of the original work, and not negatively affecting sales of the original work.

## 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