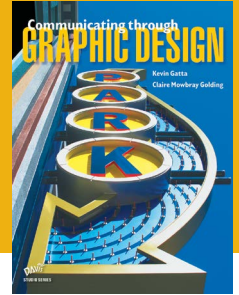




# TEKS 100% Compliance Lesson Extensions

## Communicating through Graphic Design, Student Book

### ART LEVEL II



Communicating through Graphic Design, Student Book				
ART LEVEL II TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
<b>1.A.VII</b>	Use visual comparisons to illustrate concepts from narration for original artworks	Chapter 5 Publications Design: Studio Exploration: Check It	122–123	Check It: How do visual comparisons between the hierarchies of the newsletter influence the reader's understanding of the information presented?
		Chapter 8 Digital Design: Animation and Sound: Try It	181	Try It: Compare the first frame for the movement to the last frame. Does the movement communicate your narrative?
<b>1.C.III</b>	Identify the principles of design, including repetition/pattern, in personal artworks	Chapter 2 The Art of Graphic Design: The Principles of Design – Pattern	41	Try It: Find examples of pattern in everyday design, such as fabric, wallpaper, and packaging. After investigating patterns, create designs for fabric using planned patterns. Make an example of a grid pattern, an alternating pattern, and a radial pattern.
		Chapter 2 The Art of Graphic Design: For Your Portfolio	51	For Your Portfolio: Identify the use of repetition and pattern in a work from your portfolio.
<b>1.C.XIV</b>	Apply the principles of design, including unity, in personal artworks	Chapter 2 The Art of Graphic Design: The Principles of Design – Unity and Variety: Try It	40	Try It: Were you able to arrange the shapes in a unique way in order to show unity?
		Chapter 8 Digital Design: Studio Experience – A School Website: Check It	188–189	Check It: How did you incorporate a sense of unity in your design?

# ART LEVEL II TEKS Lesson Extensions for Communicating through Graphic Design

Communicating through Graphic Design, Student Book				
ART LEVEL I TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
<b>2.F.II</b>	Select from a variety of art media to communicate specific ideas 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.
<b>2.F.III</b>	Select from a variety of art media to communicate specific ideas 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.
<b>2.F.IV</b>	Select from a variety of art media to communicate specific ideas 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.
<b>2.F.V</b>	Select from a variety of art media to communicate specific ideas 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.

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Communicating through Graphic Design, Student Book				
ART LEVEL I TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
<b>2.F.VI</b>	Select from a variety of art media to communicate specific ideas in fiber art	Chapter 4 Identity Design: Ways to Show Identity – Symbols and Logos: Try It	88	Try It: 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.
<b>2.F.VII</b>	Select from a variety of art media to communicate specific ideas in jewelry	Chapter 4 Identity Design: Ways to Show Identity – Uniforms and Insignia	95	Try It: Design an insignia for your school, town, or club. Consider the shape of the insignia and placement of words and images. Create a badge or pin for your insignia using materials such as contact paper, thread, or clay.
		Chapter 4 Identity Design: Studio Experience: Before You Begin	100–101	Before You Begin: Choose a piece of jewelry for your eye-catching package and identity design. You might use a piece of jewelry of your own design in order to create a unique product identity. Research jewelry packaging in stores and online. Consider any irregular shapes or the need to keep the piece of jewelry stationary within its packaging.
<b>2.F.XII</b>	Select from a variety of art tools to communicate specific ideas 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.
<b>2.F.XIII</b>	Select from a variety of art tools to communicate specific ideas 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.

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ART LEVEL I TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
<b>2.F.XIV</b>	Select from a variety of art tools to communicate specific ideas 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.
<b>2.F.XV</b>	Select from a variety of art tools to communicate specific ideas 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.
<b>2.F.XVI</b>	Select from a variety of art tools to communicate specific ideas in fiber art	Chapter 4 Identity Design: Ways to Show Identity – Symbols and Logos: Try It	88	Try It: 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.
<b>2.F.XVII</b>	Select from a variety of art tools to communicate specific ideas in jewelry	Chapter 4 Identity Design: Ways to Show Identity – Uniforms and Insignia	95	Try It: Design an insignia for your school, town, or club. Consider the shape of the insignia and placement of words and images. Create a badge or pin for your insignia using materials such as contact paper, thread, or clay.
		Chapter 4 Identity Design: Studio Experience: Before You Begin	100–101	Before You Begin: Choose a piece of jewelry for your eye-catching package and identity design. You might use a piece of jewelry of your own design in order to create a unique product identity. Research jewelry packaging in stores and online. Consider any irregular shapes or the need to keep the piece of jewelry stationary within its packaging.

## 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 artworks. The student is expected to:

- (A)** use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks
- (B)** identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks
- (C)** identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks
- (D)** explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks 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)** create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent
- (B)** apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions
- (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)** select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, 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)** examine selected historical periods or styles of art to identify general themes and trends
- (B)** analyze specific characteristics in artwork from a variety of cultures
- (C)** collaborate on community-based art projects
- (D)** examine and research career, entrepreneurial, 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 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)** use responses to artwork critiques to make decisions about future directions in personal work
- (D)** construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning
- (E)** select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings