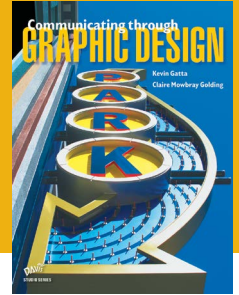




# TEKS 100% Compliance Lesson Extensions

## Communicating through Graphic Design, Teacher Edition

### ART LEVEL II



Communicating through Graphic Design, Teacher Edition				
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: Teaching Tip (2)	122–123	Teaching Tip: After students research the ranking of information in newspapers, encourage them to use visual comparisons to determine the placement of information. How does placement impact the reader's understanding of the information they are presenting in the newsletter?
		Chapter 8 Digital Design: Animation and Sound	181	Teaching Tip: Have students compare the first frame for the movement to the last frame. Does the movement communicate their narrative?
<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: 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	158	Design Extension (new): Encourage students to use clay to sculpt scale models of three-dimensional exhibit 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: 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	158	Design Extension (new): Encourage students to use clay to sculpt scale models of three-dimensional exhibit components, such as interactive exhibits or dioramas.

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

Communicating through Graphic Design, Teacher Edition				
ART LEVEL I TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
<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	Design Extension: Encourage students to design an insignia for their school, town, or a club. Have them consider the shape of the insignia, as well as the placement of words and images. Students can create a badge or pin for their insignia using materials such as contact paper, thread, or clay.
		Chapter 4 Identity Design: Studio Experience: Before You Begin	100–101	Before You Begin: Encourage students to choose a piece of jewelry for their eye-catching package and identity design. They can use a piece of jewelry of their own design to create a unique product identity. Students should consider any irregular shapes or the need to keep the piece of jewelry stationary within its packaging.
<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: 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	158	Design Extension (new): Encourage students to use clay to sculpt scale models of three-dimensional exhibit 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: 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	158	Design Extension (new): Encourage students to use clay to sculpt scale models of three-dimensional exhibit components, such as interactive exhibits or dioramas.
<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	Design Extension: Encourage students to design an insignia for their school, town, or a club. Have them consider the shape of the insignia, as well as the placement of words and images. Students can create a badge or pin for their insignia using materials such as contact paper, thread, or clay.
		Chapter 4 Identity Design: Studio Experience: Before You Begin	100–101	Before You Begin: Encourage students to choose a piece of jewelry for their eye-catching package and identity design. They can use a piece of jewelry of their own design to create a unique product identity. Students should consider any irregular shapes or the need to keep the piece of jewelry stationary within its packaging.

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Communicating through Graphic Design, Teacher Edition				
ART LEVEL I TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
<b>4.E.II</b>	Select original artwork to form precise conclusions about historical contexts	Chapter 1 What is Graphic Design: A Brief History – Into the Modern Age: Teaching Tip	11	Teaching Tip: What conclusions can students make about the time period in which the ads were created from the advertisements?
		Chapter 6 Advertising Design: Elements and Principles – Proportion and Scale: Design Aesthetics	133	Design Aesthetics: How do the political posters inform students about the time periods in which they were created?
<b>4.E.XXVI</b>	Analyze exhibitions to form precise conclusions about formal qualities	Chapter 2 The Art of Graphic Design: Design History - Art Deco in America: Teaching Tip	29	Teaching Tip: Encourage students to analyze the formal qualities of the Art Deco posters in the exhibitions from the Try It on page 29. What conclusions can they make about the use of line, shape, space, and balance in Art Deco design?
		Chapter 7 Environmental and Information Design: Exhibit Design: Teaching Tip	158	Teaching Tip: Ask students to assess how the exhibit design helps them analyze the formal qualities of the works being displayed.

## 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