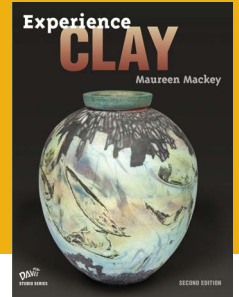




TEKS 100% Compliance Lesson Extensions

Experience Clay 2E, Student Book

ART LEVEL II



Experience Clay 2E, Student Book				
ART LEVEL II TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
2.C.I	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 Mixed Media: Collecting Useful Materials	221	Note It: Appropriated images also work well in mixed-media projects. Research whether found images are covered by copyright or in the public domain when incorporating them into your work. If images are covered by copyright, be aware of fair use factors such as the amount of the original work used, parody of or commentary on the original work, and transformation of the original work.
		Chapter 5 Surface Decoration: Computer-generated Decal Transfers	162	Alternative to using student's own work: Locate an image online, in a book, or in a magazine. Research whether these found images are covered by copyright or in the public domain when incorporating them into your work. Be aware of factors such as the amount of the original work used, parody of or commentary on the original work, and transformation of the original work.
2.C.II	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 7 Mixed Media: Collecting Useful Materials	221	Note It: Appropriated images also work well in mixed-media projects. Research whether found images are covered by copyright or in the public domain when incorporating them into your work. If images are covered by copyright, be aware of fair use factors such as the amount of the original work used, parody of or commentary on the original work, and transformation of the original work.
		Chapter 5 Surface Decoration: Computer-generated Decal Transfers	162	Alternative to using student's own work: Locate an image online, in a book, or in a magazine. Research whether these found images are covered by copyright or in the public domain when incorporating them into your work. Be aware of factors such as the amount of the original work used, parody of or commentary on the original work, and transformation of the original work.

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2.F.VII	Select from a variety of art media to communicate specific ideas in jewelry	Chapter 5 Surface Decoration: Impressing	143	Try It: Create a stamp using clay to make patterns for jewelry, such as earrings, pendants, brooches, or rings. Consider the scale of the jewelry when designing the stamp and pattern. Do you want to show just a section of a larger pattern or a small, repeating pattern? When working with clay for your finished piece, keep in mind any holes or findings you will need to make or incorporate in order to have a wearable piece of jewelry. What are the advantages to using stamps as jewelry surface decorations?
		Chapter 7 Mixed Media: Textiles	225	Try It: Use ceramic buttons as the basis for a mixed-media piece of jewelry. Consider incorporating ribbon, thread, and fabric to feature buttons as the focal point of a bracelet, necklace, or other piece of jewelry.
2.F.XVII	Select from a variety of art tools to communicate specific ideas in jewelry	Chapter 5 Surface Decoration: Impressing	143	Try It: Create a stamp using clay to make patterns for jewelry, such as earrings, pendants, brooches, or rings. Consider the scale of the jewelry when designing the stamp and pattern. Do you want to show just a section of a larger pattern or a small, repeating pattern? When working with clay for your finished piece, keep in mind any holes or findings you will need to make or incorporate in order to have a wearable piece of jewelry. What are the advantages to using stamps as jewelry surface decorations?
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ART LEVEL II TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
<p>4.E.XI</p>	<p>Select exhibitions to form precise conclusions about formal qualities</p>	<p>Chapter 1 Introduction to Clay: Early Techniques</p>	<p>7</p>	<p>Try It: Research museums and galleries in your community with ceramic collections and exhibits. Many museum websites list their collections, which will give you an idea of what you can see in person. Although some museums may have a ceramics department, often ceramics are categorized within geographic regions or time periods. How does viewing ceramics in this larger context inform your concept of the roles ceramics played within different cultures and historic periods? What similarities of form, surface quality, and technique can you find in a given culture or period? For what purpose were the objects created? Can you interpret any symbolic meaning in the design? Can you find examples of innovation in ceramics?</p>
		<p>Chapter 2 Working with Clay: Chapter Review</p>	<p>49</p>	<p>Writing about Art (new): Exhibitions of ceramic arts can give new appreciation and understanding of ceramic methods and contexts. Research museums specializing in ceramics online, such as the Schein-Joseph International Museum of Ceramic Art or Fuller Craft Museum, for exhibits primarily featuring ceramics. Write about the ways in which exhibits can showcase form and technique, as well as cultural and historic contexts. What can you understand about the artist's intent and meaning? Compare and contrast work in the exhibitions to show examples of innovation.</p>
<p>4.E.XII</p>	<p>Select exhibitions to form precise conclusions about historical contexts</p>	<p>Chapter 1 Introduction to Clay: Early Techniques</p>	<p>7</p>	<p>Try It: Research museums and galleries in your community with ceramic collections and exhibits. Many museum websites list their collections, which will give you an idea of what you can see in person. Although some museums may have a ceramics department, often ceramics are categorized within geographic regions or time periods. How does viewing ceramics in this larger context inform your concept of the roles ceramics played within different cultures and historic periods? What similarities of form, surface quality, and technique can you find in a given culture or period? For what purpose were the objects created? Can you interpret any symbolic meaning in the design? Can you find examples of innovation in ceramics?</p>
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<p>4.E.XIII</p>	<p>Select exhibitions to form precise conclusions about cultural contexts</p>	<p>Chapter 1 Introduction to Clay: Early Techniques</p>	<p>7</p>	<p>Try It: Research museums and galleries in your community with ceramic collections and exhibits. Many museum websites list their collections, which will give you an idea of what you can see in person. Although some museums may have a ceramics department, often ceramics are categorized within geographic regions or time periods. How does viewing ceramics in this larger context inform your concept of the roles ceramics played within different cultures and historic periods? What similarities of form, surface quality, and technique can you find in a given culture or period? For what purpose were the objects created? Can you interpret any symbolic meaning in the design? Can you find examples of innovation in ceramics?</p>
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<p>4.E.XIV</p>	<p>Select exhibitions to form precise conclusions about intentions</p>	<p>Chapter 1 Introduction to Clay: Early Techniques</p>	<p>7</p>	<p>Try It: Research museums and galleries in your community with ceramic collections and exhibits. Many museum websites list their collections, which will give you an idea of what you can see in person. Although some museums may have a ceramics department, often ceramics are categorized within geographic regions or time periods. How does viewing ceramics in this larger context inform your concept of the roles ceramics played within different cultures and historic periods? What similarities of form, surface quality, and technique can you find in a given culture or period? For what purpose were the objects created? Can you interpret any symbolic meaning in the design? Can you find examples of innovation in ceramics?</p>
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4.E.XV	Select exhibitions to form precise conclusions about meanings	Chapter 1 Introduction to Clay: Early Techniques	7	Try It: Research museums and galleries in your community with ceramic collections and exhibits. Many museum websites list their collections, which will give you an idea of what you can see in person. Although some museums may have a ceramics department, often ceramics are categorized within geographic regions or time periods. How does viewing ceramics in this larger context inform your concept of the roles ceramics played within different cultures and historic periods? What similarities of form, surface quality, and technique can you find in a given culture or period? For what purpose were the objects created? Can you interpret any symbolic meaning in the design? Can you find examples of innovation in ceramics?
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4.E.XXVI	Analyze exhibitions to form precise conclusions about formal qualities	Chapter 1 Introduction to Clay: Early Techniques	7	Try It: Research museums and galleries in your community with ceramic collections and exhibits. Many museum websites list their collections, which will give you an idea of what you can see in person. Although some museums may have a ceramics department, often ceramics are categorized within geographic regions or time periods. How does viewing ceramics in this larger context inform your concept of the roles ceramics played within different cultures and historic periods? What similarities of form, surface quality, and technique can you find in a given culture or period? For what purpose were the objects created? Can you interpret any symbolic meaning in the design? Can you find examples of innovation in ceramics?
		Chapter 2 Working with Clay: Chapter Review)	49	Writing about Art (new): Exhibitions of ceramic arts can give new appreciation and understanding of ceramic methods and contexts. Research museums specializing in ceramics online, such as the Schein-Joseph International Museum of Ceramic Art or Fuller Craft Museum, for exhibits primarily featuring ceramics. Write about the ways in which exhibits can showcase form and technique, as well as cultural and historic contexts. What can you understand about the artist's intent and meaning? Compare and contrast work in the exhibitions to show examples of innovation.

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4.E.XXIX	Analyze exhibitions to form precise conclusions about intentions	Chapter 1 Introduction to Clay: Early Techniques	7	Try It: Research museums and galleries in your community with ceramic collections and exhibits. Many museum websites list their collections, which will give you an idea of what you can see in person. Although some museums may have a ceramics department, often ceramics are categorized within geographic regions or time periods. How does viewing ceramics in this larger context inform your concept of the roles ceramics played within different cultures and historic periods? What similarities of form, surface quality, and technique can you find in a given culture or period? For what purpose were the objects created? Can you interpret any symbolic meaning in the design? Can you find examples of innovation in ceramics?
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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