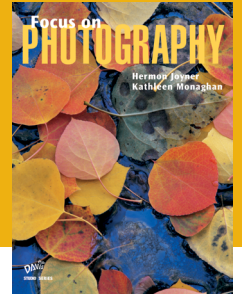




TEKS Correlations

Focus on Photography, Teacher Book

Use this chart to identify exemplary lessons that match the TEKS. Additional matches can be found throughout the book.



Focus on Photography, Teacher Book		TEKS																				
LESSONS	Pages	● Printed Textbook Correlation																				
		1A	1B	1C	1D	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	4A	4B	4C	4D	4E	4F	
CHAPTER 1	2-3																					
Photography Explained	4-5																					
A Brief History	6-7											●										●
Photography Today	8-9														●							
Making Choices	10-19										●											●
Studio Experience	20-23																					
CHAPTER 2	24-25																					
Composition	26-27																					
The Elements of Art	28-34		●																			
The Principles of Design	35-43											●										●
Making Artistic Choices	44-49																					
Studio Experience	50-53	●		●												●						
CHAPTER 3	54-55																					
Why Black and White?	56																					
Camera Basics	57-59																					
Elements of Exposure	60-64																					
Putting It All Together	65																					
Exposure Metering Basics	66-73											●										
Studio Experience	74-77	●			●											●		●		●		

Focus on Photography, Teacher Book		TEKS																		● Printed Textbook Correlation		
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	4A	4B	4C	4D	4E	4F	
CHAPTER 4	78-79																					
Types of Digital Cameras	80-81	●																				
The History of Digital Photography	82										●											
Digital Camera and ISO Film Speeds	83																					
Megapixels and Memory Cards	84																					
Transferring and Storing Images	85											●										
Flatbed Scanners	86-87										●											
Image Formats and File Sizes	88																					
The Basic Image Workflow	89-97										●											
Studio Experience	98-101	●			●	●	●				●									●		
CHAPTER 5	102-103											●										
Early Portrait Photography	104-105											●	●			●						
Creating Portrait Photos	106-111															●						
The Formal Portrait	112-117									●		●	●									
The Candid Portrait	118-119																					
The Environmental Portrait	120-123						●															
The Self-Portrait	124-125																					
Studio Experience	126-129	●			●	●			●	●	●				●			●		●	●	●
CHAPTER 6	130-131																					
Creating Action Photographs	132-141											●										
Freezing the Action	142-143																					
Blurring the Subject	144-147																					
Panning	148-151															●						●
Studio Experience	152-155	●					●				●			●		●			●			●

Focus on Photography, Teacher Book		TEKS																		● Printed Textbook Correlation		
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	4A	4B	4C	4D	4E	4F	
CHAPTER 7	156-157																					
How It Began	158-159																					
Becoming a Photojournalist	160-165																					
Documentary Subjects	166																					
The Single Image	167																					
The Photo-Essay	168-169						●											●				
Street Photography	170-171																					
Can Photojournalism and Photoshop Coexist?	172-173																					
Studio Experience	174-177						●							●	●							
CHAPTER 8	178-179																					
Looking Back	180-181																					
Photographing the Built Environment	182-189															●						
The Big View	190-191																					
Shadows/The Detail Shot	192-193																					
Interior Views	194-197																					
Studio Experience	198-201	●			●	●	●				●							●		●		
CHAPTER 9	202-203																					
Landmarks in Landscape Photography	204-205																					
Photographing the Landscape	206-211																					
The Grand Landscape	212-213																					
Landscape Details and Close-ups	214-216																					
Abstracted Elements in the Landscape	217																					
Studio Experience	218-221				●		●															●

Focus on Photography, Teacher Book		TEKS																		● Printed Textbook Correlation					
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	4A	4B	4C	4D	4E	4F				
CHAPTER 10	222-223																								
A Look at the Past	224																								
Photographing the Animal World	225-229																								
Wildlife Photography	230-231																●								
Zoo Portraits	232-233																								
Pets	234-235																								
Bugs	236-237																								
Farm and Working Animals	238-239																								
Studio Experience	240-243					●										●		●			●	●			
CHAPTER 11	244-245																								
Beginnings	246-247																								
Shooting Still Life Objects	248-255																		●						
Close-ups	256																								
Product Photography	257							●								●									
Natural History Specimens	258-260								●																
Narrative Still Life	261																								
Studio Experience	262-265					●			●							●	●	●	●						

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
- (E)** select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings
- (F)** select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of an in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings