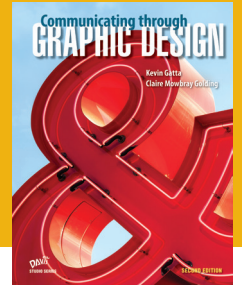




# TEKS Correlations

## Communicating through Graphic Design 2E

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



Communicating through Graphic Design 2E		TEKS Art, Level II																		● Book Correlation
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	4A	4B	4C	4D	4E
<b>CHAPTER 1</b>	2-3																			
Design Is All Around You	4			●																
A Brief History	5-14											●	●							●
Design History: Gutenberg and His Bible	8																			
What Does a Graphic Designer Do?	15-16																			
Why Is Graphic Design Important?	17																			●
How to Give and Receive Feedback	18															●		●		
Design in a Nutshell	19-20																			
Design Brief: Mood Board for My Graphic Life	21-23															●				●
Career Profile: Stefan Sagmeister and Jessica Walsh	24-25																			
Chapter Review	27															●			●	●
<b>CHAPTER 2</b>	28-29																			
Elements of Art	30-39		●								●	●	●							●
Design History: Art Deco in America	33																			●
Principles of Design	40-54	●	●	●		●			●				●		●	●				●
How to Critique a Graphic Design	51			●												●	●			●
Design Brief: A Simple Story	55-57	●	●	●		●		●	●		●					●		●		●

# TEKS Correlations

Communicating through Graphic Design 2E		TEKS Art, Level II																		● Book Correlation	
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	4A	4B	4C	4D	4E	
Career Profile: Anthony Williams	58–59																				
Chapter Review	61		●	●								●				●	●			●	●
<b>CHAPTER 3</b>	62–63																				
Illustration	64–81	●	●	●	●	●					●					●					●
Design History: The Golden Age of Comics	65																				
Photography	82–90	●		●	●	●					●										
Design Fundamentals: Color and Value	91		●																		
Managing Images	92–95		●								●										
How to Use Metadata to Organize Photos	96																				
Images and Ethics	97–98							●													
Design Brief: Songbook of Myself	99–101	●	●		●	●			●		●					●		●			
Career Profile: Nicole Tadgell	102–103														●						
Chapter Review	105	●	●		●	●					●					●	●			●	●
<b>CHAPTER 4</b>	106–107																				
The Basic Steps	108–122	●			●	●	●														●
A Case Study	109, 112, 114, 116, 121															●					
How to Visualize by Sketching	117		●																		
Design History: The Evolution of the Poster	123–124																				●
Design Components	125–134	●						●			●										●
How to Design with Type	127																				
How to Use Dummy Type	130																				
Design Fundamentals: Space and Balance	131		●	●																	
The Path to a Final Product	135–136										●										
Design Brief: Identifying My Mix	137–139	●	●		●	●	●	●	●		●					●					

# TEKS Correlations

Communicating through Graphic Design 2E		TEKS Art, Level II																		● Book Correlation	
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	4A	4B	4C	4D	4E	
Career Profile: Chris Calori	140–141																				
Chapter Review	143				●												●		●	●	
<b>CHAPTER 5</b>	144–145																				
Identity Past and Present	146–147																				
Ways to Show Identity	148	●				●															
Symbols and Logos	149										●					●					
Design History: Paul Rand	150																				
Design Notes: Web Design	151–152																				
Stationery	153																				
How to Simplify an Image	154																				
Graphics for Three-Dimensional Packaging	155–157		●								●										
Flags and Banners	158										●										
Uniforms and Insignia	159										●										
Design Fundamentals: Unity and Variety	160		●	●																	
Money	161																				
Looking Ahead: Identity Design	162																				●
Design Brief: Club Communication	163–165	●				●	●		●	●				●		●					
Career Profile: Laura Savard	166–167																				
Chapter Review	169										●					●			●	●	
<b>CHAPTER 6</b>	170–171																				
Looking Back	172–173											●									●
Books	174–176																				
Newspapers	177–178	●										●									
Design Notes: Guide to the Front Page	179																				●
Magazines	180																				
Design Notes: Anatomy of a Magazine Article	181																				
Design History: Magazine Design: <i>Vogue</i>	182												●								●

# TEKS Correlations

Communicating through Graphic Design 2E		TEKS Art, Level II																		
		● Book Correlation																		
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	4A	4B	4C	4D	4E
Newsletters	183										●									
Design Fundamentals: Emphasis and Movement	184			●																
Annual Reports	185																			
How to Set Up and Use Style Sheets	186-187																			
Looking Ahead: Publications Design	188														●					
Design Brief: A Newsletter Design	189-191						●	●		●	●			●		●				
Career Profile: Douglass Scott	192-193														●					
Chapter Review	195																			●
<b>CHAPTER 7</b>	196-197																			
A Little Advertising History	198-199																			
Posters	200		●																	
Billboards	201																			
Design History: Shaking Up Madison Avenue	202																			
Space Ads	203																			
Design Fundamentals: Proportion and Scale	204			●											●					
How to Design an Effective Banner Ad	205-206																			
Direct Mail	207																			
Ads for TV and Online Media	208																			
Design Notes: A Media Guru on Reaching a Market	209																			
Looking Ahead: Advertising	210																			
Design Brief: Poster for a School Event	211-213	●		●		●	●				●			●		●		●		
Career Profile: Jason Calfo	214-215																			
Chapter Review	217															●	●		●	●
<b>CHAPTER 8</b>	218-219																			
A Look Back	220-221											●	●							●

# TEKS Correlations

Communicating through Graphic Design 2E		TEKS Art, Level II																			
		● Book Correlation																			
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	4A	4B	4C	4D	4E	
Maps	222-223																				●
Design Notes: Road Culture	224																				
Signage	225-226																				
Design History: The 1968 Olympics	227																				
Charts, Diagrams, and Infographics	228-229																				
How to Create Effective Infographics	230-231	●		●		●															
Design Fundamentals: Line	232		●																		
Exhibit Design	233-234		●								●										●
Experience Design	235	●				●															●
Looking Ahead: Information and Experience Design	236																				
Design Brief: Mapping a Significant Place	237-239	●		●		●					●					●					
Career Profile: Maya Rhinehart	240-241																				
Chapter Review	243		●																		●
<b>CHAPTER 9</b>	244-245																				
A Brief History of Motion	246-247																				●
Motion Fundamentals	248-255	●		●																	
Design Fundamentals: Animation Principles	250-251																				
How to Animate a Human Action	253-254																				
How to Plan Timing and Spacing	256-257																				
Handmade Animation	258-259				●						●										
Design History: Lotte Reiniger's Silhouette Animations	260																				
Computer-Based Animation	261-263		●								●										
Creating Motion Graphics	264-271	●		●	●	●	●														
How to Create a Storyboard	267																				
Design Notes: Game Design	268	●				●															

Communicating through Graphic Design 2E		TEKS Art, Level II																		
		● Book Correlation																		
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	4A	4B	4C	4D	4E
Looking Ahead: Design in Motion	272																			
Design Brief: PSA Metaphor in Motion	273–275	●	●	●		●	●				●					●		●		
Career Profile: Karin Fong	276–277																			
Chapter Review	279			●	●											●	●		●	●
<b>CHAPTER 10</b>	280–281																			
What to Expect as a Graphic Designer	282–285														●					
Design History: The Design Profession	284											●								●
Getting the Training You Need	286–287														●					
Presenting Yourself and Your Work	288–290														●				●	●
Design Fundamentals: Hierarchy in a Portfolio	291																			
How to Develop Your Résumé	292															●				
Finding a Job	293–298														●					
How to Evaluate Job Offers	299																			
Working in Design	300–307									●				●	●					
Keeping Up with the Graphic Design Industry	308											●		●	●					●
Working Ethically	309–312							●												
Cybersecurity	313																			
Looking Ahead: Working as a Graphic Designer	314																			
Design Brief: A Design Team Project	315–317	●				●	●			●				●						
Career Profile: Tyler Kemp-Benedict	318–319														●					
Chapter Review	321			●											●	●			●	●

## 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