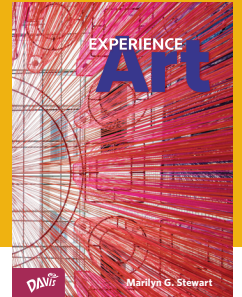




# TEKS Correlations

## Experience Art

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



Experience Art		TEKS Art, Middle School 3																
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	2E	3A	3B	3C	3D	4A	4B	4C	4D
<b>INTRODUCTION</b>																		
People make things.	2-3																	
Why do people make art and design?	4-7														●			
How do artists and designers think and work?	8-9															●	●	
What visual tools do artists and designers use?	10-21		●	●	●													
What traditions do artists and designers follow?	22-25												●					
Images and Ethics	26-27				●				●									●
<b>UNIT 1 MESSAGES</b>																		
1.1 Exploring the Theme	30-33				●													
1.1 Studio Investigations	34-35																	
1.1 Studio Experience	36-37																	
1.2 Approaches to Artmaking	38-41		●			●					●							
1.2 Studio Investigations	42-43		●			●												
1.2 Studio Experience	44-45		●			●												
1.2 Evolving Ideas	46-47				●						●							
1.3 Traditions	48-51							●			●							
1.3 Studio Investigations	52-53							●										
1.3 Studio Experience	54-55							●										
1.4 Artist Stories	56-59								●									
1.4 Studio Investigations	60-61																	
1.4 Studio Experience	62-63								●									

# TEKS Correlations

Experience Art		TEKS Art, Middle School 3																● Book Correlation
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	2E	3A	3B	3C	3D	4A	4B	4C	4D
1.5 Making Connections: STEAM	64-65											●	●					
1.5 Making Connections: Careers	66																	
1.5 Art History	67										●	●						
Art Criticism	68														●			
Unit Review	69															●		
<b>UNIT 2 DAILY LIFE</b>	70-71																	
2.1 Exploring the Theme	72-75							●							●			
2.1 Studio Investigations	76-77							●										
2.1 Studio Experience	78-79							●										●
2.2 Approaches to Artmaking	80-83	●	●	●														
2.2 Studio Investigations	84-85	●	●	●														
2.2 Studio Experience	86-87	●	●												●			●
2.2 Evolving Ideas	88-89																	
2.3 Traditions	90-93							●										
2.3 Studio Investigations	94-95							●										
2.3 Studio Experience	96-97							●							●			
2.4 Artist Stories	98-101																	
2.4 Studio Investigations	102-103																	
2.4 Studio Experience	104-105														●			
2.5 Making Connections: STEAM	106-107																●	
2.5 Making Connections: Careers	108													●				
2.5 Art History	109											●						
Art Criticism	110	●													●			
Unit Review	111													●				
<b>UNIT 3 IDENTITY</b>	112-113																	
3.1 Exploring the Theme	114-117	●			●	●					●				●			
3.1 Studio Investigations	118-119	●													●			
3.1 Studio Experience	120-121	●				●												
3.2 Approaches to Artmaking	122-125		●	●		●					●						●	

# TEKS Correlations

Experience Art		TEKS Art, Middle School 3																
LESSONS	Pages	● Book Correlation																
		1A	1B	1C	1D	2A	2B	2C	2D	2E	3A	3B	3C	3D	4A	4B	4C	4D
3.2 Studio Investigations	126–127		●	●														
3.2 Studio Experience	128–129					●												
3.2 Evolving Ideas	130–131	●			●						●							
3.3 Traditions	132–135	●																
3.3 Studio Investigations	136–137	●							●									
3.3 Studio Experience	138–139	●							●						●			
3.4 Artist Stories	140–143										●		●					
3.4 Studio Investigations	144–145																	
3.4 Studio Experience	146–147																	
3.5 Making Connections: STEAM	148–149										●							
3.5 Making Connections: Careers	150																	
3.5 Art History	151																	
Art Criticism	152	●									●					●		
Unit Review	153	●				●								●	●	●		
<b>UNIT 4 NATURE</b>	154–155																	
4.1 Exploring the Theme	156–159																	
4.1 Studio Investigations	160–161																	
4.1 Studio Experience	162–163																	
4.2 Approaches to Artmaking	164–167	●	●			●		●										
4.2 Studio Investigations	168–169	●	●					●										
4.2 Studio Experience	170–171					●		●										
4.2 Evolving Ideas	172–173											●						
4.3 Traditions	174–177													●				
4.3 Studio Investigations	178–179																	
4.3 Studio Experience	180–181																	
4.4 Artist Stories	182–185									●							●	
4.4 Studio Investigations	186–187									●							●	
4.4 Studio Experience	188–189									●								
4.5 Making Connections: STEAM	190–191							●				●					●	

# TEKS Correlations

Experience Art		TEKS Art, Middle School 3																● Book Correlation
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	2E	3A	3B	3C	3D	4A	4B	4C	4D
4.5 Making Connections: Careers	192													●				
4.5 Art History	193																	
Art Criticism	194											●			●			
Unit Review	195	●				●								●		●		
<b>UNIT 5 PLACE</b>	196-197																	
5.1 Exploring the Theme	198-201	●			●							●	●					
5.1 Studio Investigations	202-203	●																
5.1 Studio Experience	204-205																	
5.2 Approaches to Artmaking	206-209		●	●									●		●			
5.2 Studio Investigations	210-211		●												●			
5.2 Studio Experience	212-213		●	●											●			
5.2 Evolving Ideas	214-215				●				●									
5.3 Traditions	216-219						●											
5.3 Studio Investigations	220-221						●											
5.3 Studio Experience	222-223						●								●			
5.4 Artist Stories	224-227	●						●		●	●							
5.4 Studio Investigations	228-229							●										
5.4 Studio Experience	230-231	●						●		●								
5.5 Making Connections: STEAM	232-233																	
5.5 Making Connections: Careers	234																	
5.5 Art History	235											●						
Art Criticism	236	●										●			●			
Unit Review	237	●					●								●	●		
<b>UNIT 6 LESSONS</b>	238-239																	
6.1 Exploring the Theme	240-243				●						●							
6.1 Studio Investigations	244-245				●													
6.1 Studio Experience	246-247																	
6.2 Approaches to Artmaking	248-251	●		●							●							
6.2 Studio Investigations	252-253			●														

# TEKS Correlations

Experience Art		TEKS Art, Middle School 3																● Book Correlation
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	2E	3A	3B	3C	3D	4A	4B	4C	4D
6.2 Studio Experience	254–255	●		●														
6.2 Evolving Ideas	256–257				●													
6.3 Traditions	258–261					●		●			●	●			●			
6.3 Studio Investigations	262–263							●			●	●			●			
6.3 Studio Experience	264–265	●				●		●							●			
6.4 Artist Stories	266–269																	
6.4 Studio Investigations	270–271																	
6.4 Studio Experience	272–273																	
6.5 Making Connections: STEAM	274–275																	
6.5 Making Connections: Careers	276																	
6.5 Art History	277																	
Art Criticism	278											●						
Unit Review	279	●				●					●	●			●			
<b>UNIT 7 CELEBRATIONS</b>	280–281																	
7.1 Exploring the Theme	282–285																	
7.1 Studio Investigations	286–287			●														
7.1 Studio Experience	288–289																	●
7.2 Approaches to Artmaking	290–293		●															
7.2 Studio Investigations	294–295																	
7.2 Studio Experience	296–297		●															
7.2 Evolving Ideas	298–299				●													
7.3 Traditions	300–303	●						●										
7.3 Studio Investigations	304–305	●						●										
7.3 Studio Experience	306–307	●						●										
7.4 Artist Stories	308–311	●				●												
7.4 Studio Investigations	312–313																	
7.4 Studio Experience	314–315	●				●												
7.5 Making Connections: STEAM	316–317																	
7.5 Making Connections: Careers	318													●				

# TEKS Correlations

Experience Art		TEKS Art, Middle School 3																● Book Correlation
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	2E	3A	3B	3C	3D	4A	4B	4C	4D
7.5 Art History	319																	
Art Criticism	320										●	●				●		
Unit Review	321	●				●										●		
<b>UNIT 8 BEAUTY</b>	322-323																	
8.1 Exploring the Theme	324-327																	
8.1 Studio Investigations	328-239							●									●	
8.1 Studio Experience	330-331							●										
8.2 Approaches to Artmaking	332-335			●														
8.2 Studio Investigations	336-337			●														
8.2 Studio Experience	338-339			●														
8.2 Evolving Ideas	340-341																	
8.3 Traditions	342-345						●											
8.3 Studio Investigations	346-347						●											
8.3 Studio Experience	348-349						●											
8.4 Artist Stories	350-353																	
8.4 Studio Investigations	354-355																	
8.4 Studio Experience	356-357																	
8.5 Making Connections: STEAM	358-359																	
8.5 Making Connections: Careers	360																	
8.5 Art History	361											●						
Art Criticism	362															●		
Unit Review	363																	

## 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)** identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international

**(B)** evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately

**(C)** evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately

**(D)** compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately

**(2)** Creative expression. The student communicates ideas through original artworks 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 artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community

**(B)** apply the art-making process to solve problems and generate design solutions

**(C)** create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media

**(D)** use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination

**(E)** create experimental artworks using installation, performance, or collaboration

**(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)** analyze ways in which global, contemporary, historical, and political issues have influenced art

**(B)** analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy

**(C)** evaluate the relationships that exist among a society's art, music, theatre, and dance

**(D)** compare and contrast career and avocational opportunities in art such as various design, museum, and fine arts fields

**(4)** Critical evaluation and response. The student responds to and analyzes 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)** create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression

**(B)** analyze original artworks and portfolios 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)** investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art

**(D)** understand and demonstrate proper exhibition etiquette classroom such as museums, galleries, or community art