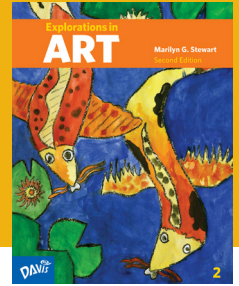




# TEKS Correlations

## Explorations in Art 2E, Grade 2

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



Explorations in Art 2E, Grade 2		TEKS Art, Grade 2											● Book Correlation
LESSONS	Pages	1A	1B	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C
<b>UNIT 1</b> Introduction	2-3	●											
1.1 Remembering Nature	4-5	●				●							
1.2 Observing Flowers	6-7	●	●	●	●	●							
1.3 Looking at Leaves	8-11	●	●	●	●	●					●		●
1.4 Colors in Nature	12-13		●	●		●							
1.5 Picturing Places	14-15	●	●	●		●							
1.6 Nature from a Distance	16-19	●	●	●		●							●
1.7 Calm Beauty	20-21	●		●									
1.8 Active Beauty	22-23	●	●	●		●							
1.9 Moods of Weather	24-27	●	●	●							●		
STEAM: Consider Sorting When Creating Art	28-29							●					
Unit 1 Review	30-31												
<b>UNIT 2</b> Introduction	32-33											●	
2.1 Picturing My Friends	34-35		●	●				●				●	
2.2 Drawing Classmates	36-37												
2.3 What I Think About	38-41			●									
2.4 Celebrating Together	42-43		●	●									
2.5 Fun Times	44-45		●	●				●					
2.6 Quiet Moments	46-49			●									
2.7 Say You Belong	50-51		●		●		●						
2.8 Show Your School	52-53		●		●		●					●	
2.9 We Can Wear Who We Are	54-57		●		●								
STEAM: Consider Materials When Creating Art	58-59							●					

# TEKS Correlations

Explorations in Art 2E, Grade 2		TEKS Art, Grade 2											● Book Correlation
LESSONS	Pages	1A	1B	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C
Unit 2 Review	60–61						●				●		
<b>UNIT 3</b> Introduction	62–63	●											
3.1 Nature's Creatures	64–65	●	●	●				●					
3.2 Animal Actions	66–67		●		●								
3.3 Fur, Feathers, and Fins	68–71	●	●	●		●							
3.4 Hiding in Nature	72–73					●							
3.5 Animal Environments	74–75	●				●						●	
3.6 Materials from Nature	76–79	●											
3.7 Borrowed from Nature	80–81	●	●	●									
3.8 Fantasy Landscapes	82–83												
3.9 Nature's Forms and Materials	84–87	●	●	●		●							
STEAM: Consider Reflection When Creating Art	88–89		●					●					
Unit 3 Review	90–91		●										●
<b>UNIT 4</b> Introduction	92–93						●	●				●	
4.1 Favorite Characters	94–95					●	●	●	●	●			
4.2 Character Studies	96–97		●		●		●		●			●	
4.3 Faces and Feelings	98–101			●						●	●		
4.4 Comical Characters	102–103			●		●		●					
4.5 Silly Settings	104–105							●					
4.6 What Happens Next?	106–109					●	●						
4.7 Story Collage	110–111						●						
4.8 Picture Story	112–113								●				
4.9 Pop-up Story	114–117							●	●				
STEAM: Consider Stages When Creating Art	118–119							●					
Unit 4 Review	120–121						●	●					●
<b>UNIT 5</b> Introduction	122–123							●				●	
5.1 Take a Pose	124–125						●						
5.2 How We Move	126–127		●				●						
5.3 Games We Play	128–131		●				●						
5.4 Objects We Use	132–133		●	●								●	
5.5 Observing People at Play	134–135					●		●					

# TEKS Correlations

Explorations in Art 2E, Grade 2		TEKS Art, Grade 2											● Book Correlation
LESSONS	Pages	1A	1B	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C
5.6 People at Work	136-139		●	●									
5.7 How We Work and Play	140-141		●	●	●	●	●	●				●	
5.8 Rooms for Work and Play	142-143				●		●	●					
5.9 Work or Play	144-147			●		●							
STEAM: Consider Components When Creating Art	148-149					●		●		●			
Unit 5 Review	150-151												
<b>UNIT 6</b> Introduction	152-153								●				
6.1 Buildings Up Close	154-155								●				
6.2 Building Models	156-157		●	●	●	●				●			
6.3 Mod Pods	158-161		●	●		●			●				
6.4 Form and Function	162-163		●	●									
6.5 Space for Living	164-165												
6.6 A Row of Buildings	166-169												
6.7 Patterns for Living	170-171		●			●							
6.8 Texture and Pattern	172-173		●	●					●				
6.9 Fun and Fantasy Furniture	174-177			●		●			●				
STEAM: Consider Mechanics When Creating Art	178-179					●		●	●	●			
Unit 6 Review	180-181							●			●		●

## 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 artworks. The student is expected to:

**(A)** compare and contrast variations in objects and subjects from the environment using the senses; and

**(B)** identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance.

**(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)** express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space;

**(B)** create compositions using the elements of art and principles of design; and

**(C)** identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.

**(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)** interpret stories, content, and meanings in a variety of artworks;

**(B)** examine historical and contemporary artworks created by men and women, making connections to various cultures;

**(C)** analyze how art affects everyday life and is connected to jobs in art and design; and

**(D)** relate visual art concepts to other disciplines.

**(4)** Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

**(A)** support reasons for preferences in personal artworks;

**(B)** compare and contrast ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers; and

**(C)** compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self evaluations or exhibitions.