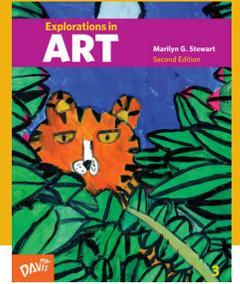




TEKS Correlations

Explorations in Art 2E, Grade 3

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



Explorations in Art 2E, Grade 3		TEKS Art, Grade 3											● Book Correlation	
LESSONS	Pages	1A	1B	1C	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C
UNIT 1 Introduction	2-3							●					●	
1.1 Who I Am	4-5	●			●		●		●					
1.2 Focusing on Faces	6-7						●		●					
1.3 Faces and Feelings	8-11	●					●					●		
1.4 Posing for Friends	12-13		●											
1.5 People Outdoors	14-15		●		●									
1.6 People in Action	16-19		●				●						●	
1.7 People on the Move	20-21		●											
1.8 Moving Together	22-23		●	●		●	●							
1.9 People and Places	24-27		●	●		●							●	
STEAM: Consider Stability When Creating Art	28-29										●			
Unit 1 Review	30-31													●
UNIT 2 Introduction	32-33							●						
2.1 Imagine That	34-35	●	●	●		●	●							
2.2 Birds in Space	36-37	●	●	●		●	●							
2.3 Imaginary Animals	38-41		●				●					●	●	
2.4 Colorful Places	42-43		●	●		●								
2.5 An Animal World	44-45								●					
2.6 A Strange World for an Animal	46-49		●									●	●	
2.7 Make-Believe Places	50-51	●	●											
2.8 Dreamy Places	52-53		●											
2.9 Fantasy Land	54-57	●	●	●		●						●	●	
STEAM: Consider Data When Creating Art	58-59									●				

TEKS Correlations

Explorations in Art 2E, Grade 3		TEKS Art, Grade 3											● Book Correlation	
LESSONS	Pages	1A	1B	1C	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C
Unit 2 Review	60–61							●				●	●	●
UNIT 3 Introduction	62–63							●				●	●	
3.1 Picture Writing	64–65													
3.2 Stories and Patterns	66–67		●				●							
3.3 Musical Symbols	68–71		●									●		
3.4 A Story about Myself	72–73	●	●	●	●	●	●							
3.5 Public Stories	74–75						●							
3.6 Story Boxes	76–79	●			●									
3.7 Powerful Stories	80–81		●							●				
3.8 Picturing an Alphabet	82–83										●			
3.9 Illustrating Stories	84–87		●				●				●		●	
STEAM: Consider Properties When Creating Art	88–89		●								●	●		
Unit 3 Review	90–91							●				●		●
UNIT 4 Introduction	92–93												●	
4.1 Places Near and Far	94–95		●		●			●						
4.2 Shapes in Buildings	96–97		●							●				
4.3 Seasons and Spaces	98–101													
4.4 Building Styles	102–103													
4.5 Colorful Mosaics	104–105							●	●					
4.6 Creating a Caryatid	106–109													
4.7 Imagine a Castle	110–111													
4.8 Park Planning	112–113									●				
4.9 Moody Places	114–117		●									●		
STEAM: Consider Form When Creating Art	118–119		●							●				
Unit 4 Review	120–121											●		
UNIT 5 Introduction	122–123							●				●	●	
5.1 Animal Expressions	124–125		●											
5.2 Nature's Creatures	126–127		●				●							
5.3 Small Creatures	128–131						●					●	●	
5.4 Weather Fronts	132–133		●				●							
5.5 Contrast in Nature	134–135		●	●		●	●							

TEKS Correlations

Explorations in Art 2E, Grade 3		TEKS Art, Grade 3											● Book Correlation	
LESSONS	Pages	1A	1B	1C	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C
5.6 Watercolor Painting	136-139						●							
5.7 Skin and Bones	140-141		●								●			
5.8 Dinos with Feelings	142-143		●											
5.9 Lost Worlds	144-147												●	
STEAM: Consider Interpretation When Creating Art	148-149													
Unit 5 Review	150-151							●				●		●
UNIT 6 Introduction	152-153							●					●	
6.1 Weaving and Unweaving	154-155		●				●							
6.2 The Tradition of Embroidery and Appliqué	156-157		●				●		●					
6.3 Weaving Traditions	158-161		●				●					●		
6.4 The Tradition of Batik	162-163						●							
6.5 Artworks You Can Use	164-165		●				●							
6.6 Celebrating with Masks	166-169													
6.7 Clay Containers	170-171		●				●							
6.8 A Tradition of Decoration	172-173						●							
6.9 Containers That Communicate	174-177	●	●	●		●								
STEAM: Consider Landforms 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) explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;

(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and

(C) discuss the elements of art as building blocks and the principles of design as organizers of works of art.

(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) integrate ideas drawn from life experiences to create original works of art;

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

(C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery 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) identify simple main ideas expressed in artworks from various times and places;

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

(C) connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and

(D) investigate the connections of 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) evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists;

(B) use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums; and

(C) compile collections of personal artworks such as physical artworks, electronic images, sketchbooks, or portfolios for purposes of self assessment or exhibition.