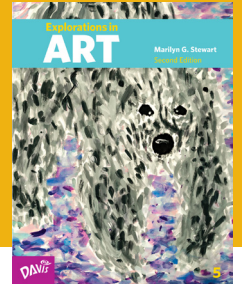




TEKS Correlations

Explorations in Art 2E, Grade 5

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



Explorations in Art 2E, Grade 5		TEKS Art, Grade 5											● Book Correlation	
LESSONS	Pages	1A	1B	1C	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C
UNIT 1 Introduction	2-3													
1.1 Expressive Faces	4-5		●					●						
1.2 Our Faces in Light	6-7		●			●		●						
1.3 Faces in Clay	8-11		●			●	●							●
1.4 Posed for Action	12-13		●											
1.5 People in Action	14-15		●				●	●						
1.6 Sculptures of People	16-19		●										●	
1.7 Paintings About People	20-21		●				●							
1.8 Genre Painting	22-23	●	●	●	●	●	●	●	●					
1.9 Art as a Record of History	24-27	●	●	●	●	●	●							
STEAM: Consider Graphing When Creating Art	28-29										●			
Unit 1 Review	30-31												●	●
UNIT 2 Introduction	32-33													
2.1 A Tradition of Still Life	34-35		●	●			●	●						
2.2 Styles in Still Life	36-37		●				●	●	●					
2.3 Art Comes from Art	38-41		●	●			●							
2.4 A Tradition of Quilting	42-43		●				●							
2.5 A Tradition of Weaving	44-45						●	●						
2.6 A Tradition of Yarn Painting	46-49		●				●							
2.7 Styles of Architecture	50-51							●		●				
2.8 Built to Last	52-53	●	●		●			●		●				
2.9 Green Architecture	54-57		●				●	●		●			●	●
STEAM: Consider Storyboards When Creating Art	58-59									●				

TEKS Correlations

Explorations in Art 2E, Grade 5		TEKS Art, Grade 5											● 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 Surprising Images	64–65		●				●	●						
3.2 Creative Combinations	66–67												●	
3.3 Unexpected Figures	68–71											●	●	
3.4 Puzzling Lines	72–73		●				●							
3.5 Positively Puzzling	74–75		●	●					●					
3.6 Patterned Illusions	76–79		●						●					
3.7 Paper Surprises	80–81		●						●					
3.8 Surprising Structures	82–83		●				●		●					
3.9 Surprising Forms	84–87		●			●	●						●	
STEAM: Consider Technical Drawings When Creating Art	88–89												●	
Unit 3 Review	90–91											●	●	
UNIT 4 Introduction	92–93												●	
4.1 Beauty in Nature	94–95				●			●	●					
4.2 Nature Studies	96–97						●							
4.3 Natural Expressions	98–101						●						●	
4.4 Observing Creatures	102–103		●	●		●		●						
4.5 Animal Styles	104–105						●							
4.6 Animals with Expressions	106–109		●										●	
4.7 Land, Sea, and Sky	110–111						●							
4.8 Recycle and Restore	112–113						●		●		●			
4.9 Messages About Nature	114–117		●		●		●				●		●	●
STEAM: Consider Incubation When Creating Art	118–119													
Unit 4 Review	120–121											●		●
UNIT 5 Introduction	122–123													
5.1 Letters and Symbols	124–125		●	●		●			●		●			
5.2 Beautiful Handwriting	126–127													
5.3 Calligraphic Messages	128–131		●	●		●								
5.4 Stories in Motion	132–133													
5.5 Everyday Stories	134–135	●	●											

TEKS Correlations

Explorations in Art 2E, Grade 5		TEKS Art, Grade 5											● Book Correlation	
LESSONS	Pages	1A	1B	1C	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C
5.6 Messages in Public	136-139													
5.7 Symbol Systems	140-141	●												
5.8 Cultural Meanings	142-143		●											
5.9 Vessels with a Message	144-147													
STEAM: Consider Pixels When Creating Art	148-149										●			
Unit 5 Review	150-151													
UNIT 6 Introduction	152-153													
6.1 Beyond the Frame	154-155		●											
6.2 Spatial Illusions	156-157		●	●		●	●							
6.3 Beyond the Planet	158-161		●										●	
6.4 Creating Excitement	162-163	●	●	●		●								
6.5 Dreamlike Places	164-165	●												
6.6 In Your Dreams	166-169	●	●											
6.7 Fantasy Exaggeration	170-171	●												
6.8 Imaginary Creatures	172-173	●							●					
6.9 Collages Creature	174-177		●											
STEAM: Consider Parallax 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) develop and communicate ideas drawn 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, 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) compare the purpose and effectiveness of artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols;

(B) compare the purpose and effectiveness of artworks created by historic 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 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, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists;

(B) use methods such as written or oral response or artist statements to identify themes 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 for purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios.