



# TEKS Correlations

## Explorations in Art 2E, Grade 6

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



Explorations in Art 2E, Grade 6		TEKS Art, Middle School 1														● Book Correlation	
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C	4D	4E
<b>UNIT 1</b> Introduction	2-3															●	
1.1 Observing People	4-5	●	●	●		●		●									
1.2 Portraits with Light and Shadow	6-7	●	●	●	●	●		●									
1.3 Capturing Moods and Expressions	8-11	●	●	●	●	●	●	●									
1.4 People in Everyday Life	12-13			●													
1.5 People Abstracted	14-15		●	●													
1.6 Cardboard Sculpture	16-19		●	●			●	●								●	
1.7 Colorful Surroundings	20-21		●	●													
1.8 Colorful Objects	22-23		●	●				●									
1.9 Portrait of Myself as an Artist	24-27	●	●	●		●		●									
STEAM: Consider Time When Creating Art	28-29																
Unit 1 Review	30-31																
<b>UNIT 2</b> Introduction	32-33												●				
2.1 Perspective in Nature	34-35		●														
2.2 Atmospheric Perspective	36-37		●					●									
2.3 Close to Nature	38-41		●					●						●			●
2.4 Looking at Nature	42-43		●	●													
2.5 In Touch with Nature	44-45		●	●				●									
2.6 Animal Sculptures	46-49		●	●				●							●		
2.7 Details in Nature	50-51	●		●		●		●									
2.8 Animal Prints	52-53		●					●									
2.9 Animal Patterns	54-57		●	●			●	●									
STEAM: Consider Ecosystems When Creating Art	58-59																

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LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C	4D	4E
Unit 2 Review	60–61												●	●	●		
<b>UNIT 3</b> Introduction	62–63										●						
3.1 The Art of Caricature	64–65			●				●									
3.2 Cartoons and Commentary	66–67								●		●						
3.3 Creating a Visual Story	68–71														●		
3.4 Narrative Art	72–73	●				●			●		●						
3.5 Picturing Stories	74–75																
3.6 Handmade Books	76–79							●									
3.7 Mythic Animals	80–81									●							
3.8 Animal Symbolism	82–83	●		●	●	●		●		●							
3.9 Remembering Stories	84–87			●			●			●	●						●
STEAM: Consider Visualization When Creating Art	88–89																
Unit 3 Review	90–91				●						●		●				
<b>UNIT 4</b> Introduction	92–93										●						
4.1 Observing Architecture	94–95	●		●		●					●					●	
4.2 Architectural Forms	96–97		●								●						
4.3 Collaborative Structure	98–101			●							●					●	
4.4 Working Baskets	102–103							●									
4.5 Vessel Forms	104–105		●					●									
4.6 Artful Teapots	106–109						●	●						●			●
4.7 Trading Spaces	110–111		●				●					●					
4.8 People and Parks	112–113						●					●					
4.9 Design for Living	114–117						●					●					
STEAM: Consider Malleability When Creating Art	118–119											●					
Unit 4 Review	120–121										●			●	●	●	
<b>UNIT 5</b> Introduction	122–123																
5.1 Wordless Messages	124–125		●		●												
5.2 Trees as Symbols	126–127																
5.3 Images and Ideas	128–131			●				●	●								
5.4 Graphic Design	132–133			●			●										
5.5 Graphic Identity	134–135	●				●											

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5.6 Getting Attention	136-139						●	●				●					●
5.7 Art to Wear	140-141																
5.8 A Woven Tapestry	142-143							●									
5.9 Batik Expressions	144-147							●									
STEAM: Consider Convergence When Creating Art	148-149							●									
Unit 5 Review	150-151												●	●			
<b>UNIT 6</b> Introduction	152-153								●								
6.1 People We Know	154-155		●					●									
6.2 Remembering Others	156-157	●				●		●									
6.3 Honoring Someone Special	158-161	●				●		●									●
6.4 Remembering Places	162-163	●				●				●							
6.5 People to Remember	164-165	●		●		●		●	●								
6.6 Remembering Events	166-169	●				●			●								
6.7 Masks for Celebration	170-171									●							
6.8 Celebrating Puppets	172-173	●				●											
6.9 Festival Traditions	174-177	●				●		●									
STEAM: Consider Intersecting Themes 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 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)** understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately;
- (C)** understand and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using art vocabulary appropriately; and
- (D)** discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art 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 based on direct observations, original sources, personal experiences, and the community;
- (B)** apply the art-making process to solve problems and generate design solutions; and
- (C)** produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, 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 the influence of historical and political events in artworks;
- (B)** identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;
- (C)** explain the relationships that exist between societies and their art and architecture; and
- (D)** explore 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 or oral responses to artwork using appropriate art vocabulary;
- (B)** analyze original artworks 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)** develop a portfolio;
- (D)** investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and
- (E)** understand and demonstrate proper exhibition etiquette.