



TEKS Correlations

Explorations in Art 2E, Kindergarten

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



Explorations in Art 2E, Kindergarten		TEKS Art, Kindergarten											● Book Correlation
LESSONS	Pages	1A	1B	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C
LOOKING AT AND TALKING ABOUT ART	2-3		●										
UNIT 1													
1.1 Explore Natural Materials	4-5	●	●		●			●			●		●
1.2 Explore Crayons	6-7					●							
1.3 Explore Markers	8-9		●	●		●			●		●		
1.4 Explore Oil Pastels	10-11			●		●			●				
1.5 Explore Tearing	12-13		●	●	●								
1.6 Explore Scissors	14-15			●									
1.7 Explore Three Dimensions	16-17					●							
1.8 Meet the Paintbrush	18-19			●	●	●							
1.9 Create Shapes	20-21		●	●		●							
1.10 Experiment with Watercolor	22-23		●			●							
UNIT 2													
2.1 Draw Insects	24-25	●				●	●			●			
2.2 Invent an Insect	26-27			●		●	●						
2.3 Construct an Insect	28-29				●	●				●		●	
UNIT 3													
3.1 Collect Found Materials	30-31	●						●			●	●	●
3.2 Explore Facial Features	32-33					●	●	●					
3.3 Create Textured "Material"	34-35			●									
3.4 Fashion Design	36-37									●			
3.5 Reflect on Characters	38-39							●			●		●

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LESSONS	Pages	1A	1B	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C
UNIT 4													
4.1 Explore as a Group	40–41			●		●							
4.2 Create Textures	42–43	●	●	●		●							
4.3 Make Pottery	44–45			●		●							
4.4 Sculpt in Relief	46–47			●		●		●					
UNIT 5													
5.1 Print with a Line Stamp	48–49		●	●		●							
5.2 Discover Shapes	50–51	●	●	●		●							
5.3 See Lines in Letters	52–53			●		●			●	●			
5.4 Find Patterns	54–55		●			●				●			
UNIT 6													
6.1 Think about Placement	56–57												
6.2 See Symmetry	58–59		●						●				
6.3 Arrange a Composition	60–61				●								
6.4 Create Order	62–63					●							
UNIT 7													
7.1 Stitch Up and Down	64–65												
7.2 Use Skills in a New Way	66–67					●							
UNIT 8													
8.1 Draw Animals	68–69		●			●	●						
8.2 Create an Animal Composition	70–71								●		●		
8.3 Sculpt Animals	72–73		●	●		●	●					●	
UNIT 9													
9.1 Study the Color Wheel	74–75			●									
9.2 Mix Tints	76–77		●	●									
9.3 See People	78–79			●				●					
UNIT 10													
10.1 See Buildings and Features	80–81							●					
10.2 See Shapes	82–83		●			●							
10.3 Make Choices	84–85												

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, understanding, and applying the elements of art and principles of design. 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)** gather information from subjects in the environment using the senses; and
- (B)** identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including repetition/pattern and balance, in the environment.

(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 artworks using a variety of lines, shapes, colors, textures, and forms;
- (B)** arrange components intuitively to create artworks; and
- (C)** use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, constructing artworks, and sculpting, including modeled forms.

(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 subjects expressed in artworks;
- (B)** share ideas about personal experiences such as family and friends and develop awareness and sensitivity to differing experiences and opinions through artwork;
- (C)** identify the uses of art in everyday life; 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)** express ideas about personal artworks or portfolios;
- (B)** express 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.