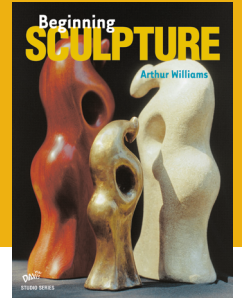




TEKS Correlations

Beginning Sculpture, Student Book

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



Beginning Sculpture, Student Book		TEKS																				
		● Printed Textbook Correlation																				
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	4A	4B	4C	4D	4E	4F	
CHAPTER 1	2-3																					
Becoming a Sculptor	4																					
Origins of Sculpture	5-10											●	●									
Sculpture Fundamentals	11																					
Elements of Design: The Meaningful Use of Space	12-14											●	●									
Principles of Design	14-18																					
Sculpture Concepts	18																					
Getting Started	19-21																					
Studio Experience	22-25	●					●		●			●				●	●				●	●
CHAPTER 2	26-27																					
Models and Modeling	28-34										●	●										
Preparing Clay	34-36										●											
Sculpting with Clay	36-43																					
People as Subject Matter	44-48																					
Sculpting Animals	48-49										●											
Studio Experience	50-53	●	●		●	●			●		●				●	●	●	●	●			●
CHAPTER 3	54-55																					
Molds	56-61																					
Mold Design	61-68																					
Life Molding	68-75																					
Studio Experience	76-79	●		●	●	●	●				●					●						●

Beginning Sculpture, Student Book		TEKS																			● Printed Textbook Correlation	
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	4A	4B	4C	4D	4E	4F	
CHAPTER 4	80-83																					
Casting Cements and Plasters	83-85																					
Plaster Casting	85-93																					
Cement	94-97																					
Studio Exploration	98-101						●					●			●		●	●				
CHAPTER 5	102-103																					
The Art of Carving	104-115											●										
Studio Exploration	116-119	●			●	●	●				●					●						
CHAPTER 6	120-121																					
New Materials, New Processes	122-123										●											
Heavy Construction	124-135						●															
Light Construction	136-142										●											
Assemblage	142-143																					
Studio Experience	144-147	●		●	●	●	●				●						●	●				●
CHAPTER 7	148-149																					
Installation Art	150-158														●							●
Sculpture Collaboration	159-163																					
Studio Experience	164-167		●			●	●			●	●			●	●							
CHAPTER 8	168-169																					
Preparing a Slide Portfolio	170-177																					
Preparing for an Exhibition	178-182																					
Educational Preparation	182-185																					
Career	186-187						●								●							
Studio Experience	188-191						●							●	●	●	●	●			●	●

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 artwork. The student is expected to:

- (A)** consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork
- (B)** identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork
- (C)** identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork
- (D)** make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately

(2) Creative expression. The student communicates ideas through original artwork 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)** use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination
- (B)** communicate a variety of applications for design solutions
- (C)** use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination
- (D)** create original artwork to communicate thoughts, feelings, ideas, or impressions
- (E)** collaborate to create original works of art
- (F)** demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media

(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 and contrast historical and contemporary styles while identifying general themes and trends
- (B)** describe general characteristics in artworks from a variety of cultures, which might also include personal identity and heritage
- (C)** collaborate on community-based art projects
- (D)** compare and contrast career and avocational opportunities in art

(4) Critical evaluation and response. The student responds to and analyzes the 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)** interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites
- (B)** evaluate and analyze artwork using a verbal or written 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)** construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning
- (D)** select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings
- (E)** select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings
- (F)** select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of an in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings