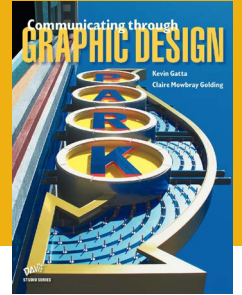




TEKS Correlations

Communicating through Graphic Design, Student Book



Communicating through Graphic Design, Student Book		TEKS																			
		● eBook Correlation ● Printed Textbook Correlation																			
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	4A	4B	4C	4D		
CHAPTER 1	2-3																				
Design is All Around You	4																				
A Brief History	5-14											●	●								
What Does a Graphic Designer Do?	15																				
Why is Graphic Design Important?	16-17	●	●																		
Design in a Nutshell	18-19																				
Studio Experience	20-22	●	●		●	●	●	●		●	●					●	●		●	●	
Chapter Review	23															●	●		●	●	●
CHAPTER 2	24-25																				
The Elements of Art	26-35		●	●																●	●
The Principles of Design	36-47			●	●								●	●		●	●	●	●	●	●
Studio Experience	48-50		●	●	●	●										●	●			●	●
Chapter Review	51			●	●											●	●		●	●	●
CHAPTER 3	52-53																				
The Basic Steps	54-67	●	●						●	●						●	●				
Design Components	68-77	●	●						●	●										●	●
The Path to Print	78-79																				
Studio Experience	80-82	●	●	●	●		●	●		●	●					●	●				
Chapter Review	83															●	●		●	●	●

Communicating through Graphic Design, Student Book		TEKS																	
		● eBook Correlation ● Printed Textbook Correlation																	
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	4A	4B	4C	4D
CHAPTER 4	84-85																		
Identity Past and Present	86-87																		
Ways to Show Identity	88-97	●●	●●		●●	●●					●●	●●				●●			●●
Identity on the Web	98-99																		
Studio Experience	100-102	●●	●●	●●		●●										●●			
Chapter Review	103										●●	●●				●●		●●	●●
CHAPTER 5	104-105																		
Looking Back	106-107																		●●
Books	108-109																		
Newspapers	110-111																		●●
Magazines	112-115												●●						●●
Newsletters	116-117																		
Annual Reports	118																		
Transferring Print Media to the Web	119-121																		
Studio Experience	122-124				●●	●●				●●	●●			●●		●●	●●		●●
Chapter Review	125														●●				
CHAPTER 6	126-127																		
A Little Advertising History	128-129																		
Posters	130-131																		
Billboards	132-133																		
Space Ads	134-135																		●●
Direct Mail	136-137																		
Radio and Television Ads	138-139																		
Web Ads	140-141																		
Studio Experience	142-144		●●	●●					●●		●●					●●			
Chapter Review	145														●●		●●	●●	

Communicating through Graphic Design, Student Book		TEKS																	
		● eBook Correlation ● Printed Textbook Correlation																	
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	4A	4B	4C	4D
CHAPTER 7	146-147																		
A Look Back	148-149																		● ●
Maps	150-152		● ●																● ●
Signage	153-155						● ●												
Charts and Diagrams	156-157																		
Exhibit Design	158-160																		● ●
Transferring Information Design to the Web	161-163																		
Studio Experience	164-166	● ●		● ●	● ●		● ●				● ●					● ●	● ●		● ●
Chapter Review	167															● ●			● ●
CHAPTER 8	168-169																		
A Short History	170-171																		
Websites	172-180																		● ●
Animation and Sound	181-182						● ●												
Games	183-187		● ●							● ●									
Studio Experience	188-190	● ●	● ●	● ●		● ●					● ●			● ●		● ●			
Chapter Review	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