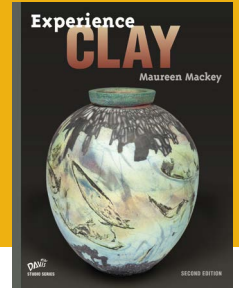




TEKS Correlations

Experience Clay, Student Book



Experience Clay, 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	4E
CHAPTER 1	3																			
Earth, Water, Fire	4																			
Origins of Ceramics	5-6											●●								
Early Techniques	7-19	●●	●●	●●	●●															
Studio Experience	22-23	●●		●●	●●	●●					●●									
Chapter Review	24-25	●●	●●									●●			●●	●●			●●	●●
CHAPTER 2	27																			
Clay Properties	28-31	●●	●●								●●									
Preparing the Clay	31-37		●●	●●								●●								
Tools: Physical and Verbal	38-44	●●	●●	●●													●●			
Studio Experience	46-47		●●	●●		●●										●●				●●
Chapter Review	48-49	●●	●●	●●	●●										●●	●●	●●			●●
CHAPTER 3	51																			
Pinching	52-59		●●			●●					●●	●●	●●							
Coiling	60-68		●●	●●																
Slabs, Molds, and Tiles	69-90		●●	●●		●●					●●	●●								
Sculpture	91-95	●●									●●	●●		●●						
Studio Experience	98-99	●●	●●						●●		●●	●●				●●				●●
Chapter Review	100-101		●●									●●				●●				●●
CHAPTER 4	103																			
The Wheel	104-117	●●		●●																
Thrown Tableware	118-122			●●																
Lids and Spouts	123-128	●●						●●												●●
Handles	129-131		●●																	

Experience Clay, Student Book		TEKS																		
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	4A	4B	4C	4D	4E
Teapots	132-133																			
Studio Experience	136-137		● ●	● ●							● ●									
Chapter Review	138-139															● ●	● ●	● ●		
CHAPTER 5	141																			
Texture	142-146			● ●							● ●									
Color	147-159		● ●	● ●																
Printing Techniques	160-162										● ●									
Glazes	163-169																			
Applying Glazes	170-175																			
Studio Experience	178-179			● ●			● ●		● ●		● ●									
Chapter Review	180-181			● ●	● ●										● ●					● ●
CHAPTER 6	183																			
Common Kiln Types	184-185		● ●																	
Variables in Firing	186-190																			
Stages of Firing	191-200		● ●	● ●																
Additional Firing Techniques	201-209																			
Studio Experience	212-213						● ●													
Chapter Review	214-215						● ●									● ●		● ●	● ●	● ●
CHAPTER 7	217																			
Getting Started with Mixed Media	218-222										● ●									
Adding Extras	223-227										● ●									
Combining Media with Fired Clay	228-236										● ●									
Combining Media with Unfired Clay	237-240																			
Installation Art	241			● ●																
Aesthetic Scanning for Mixed Media and Installation Art	242-245																			
Studio Experience	248-249					● ●	● ●		● ●		● ●									
Chapter Review	250-251			● ●												● ●				● ●

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)** use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks
- (B)** identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks
- (C)** identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks
- (D)** explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks 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)** create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent
- (B)** apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions
- (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)** select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, 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)** examine selected historical periods or styles of art to identify general themes and trends
- (B)** analyze specific characteristics in artwork from a variety of cultures
- (C)** collaborate on community-based art projects
- (D)** examine and research career, entrepreneurial, 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 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)** use responses to artwork critiques to make decisions about future directions in personal work
- (D)** construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning
- (E)** select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings