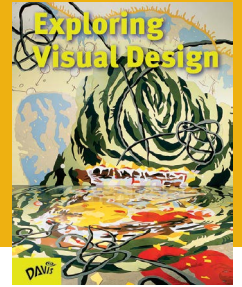




TEKS Correlations

Exploring Visual Design, Student Book



Exploring Visual Design, Student Book		TEKS																	
LESSONS	Pages																		
		1A	1B	1C	1D	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	4A	4B	4C	4D
PART 1 INTRODUCTION	2-9		● ●																● ●
1. LINE	10-11	● ●	● ●																
Line Types	12-15		● ●								● ●								
Line Personality	16-21	● ●	● ●																
Line Quality	22-25															● ●	● ●		
Line as Texture and Pattern	26-27	● ●	● ●						● ●										
Line Combinations	28-29	● ●																	
Another Look at Line	30-33		● ●						● ●		● ●	● ●	● ●		● ●	● ●		● ●	● ●
2. SHAPE AND FORM	34-35	● ●	● ●																
Categories of Shapes	36-41	● ●	● ●						● ●			● ●						● ●	
Qualities of Shape	42-47	● ●									● ●								
Form and Light	48-51		● ●							● ●	● ●								
Another Look at Shape and Form	52-55	● ●	● ●		● ●	● ●							● ●					● ●	● ●
3. VALUE	56-57		● ●								● ●								
Using Value in a Design	58-59																		
Light Values	60-61		● ●																
Dark Values	62-63																		
Value Contrast	64-67		● ●																● ●
Another Look at Value	68-71	● ●	● ●			● ●					● ●				● ●	● ●			● ●
4. COLOR	72-73		● ●																
The Source of Color	74-75																		

Exploring Visual Design, Student Book		TEKS																	
LESSONS	Pages																		
		1A	1B	1C	1D	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	4A	4B	4C	4D
Neutrals	76-77	●●	●●																
The Properties of Color	78-83		●●								●●								
Color Harmonies	84-87	●●	●●			●●		●●			●●								
Warm and Cool Colors	88-89																●●		
Another Look at Color	90-93		●●			●●				●●		●●			●●	●●	●●		●●
5. SPACE	94-95	●●	●●																
Three-Dimensional Space	96-99																		
Two-Dimensional Space	100-103	●●	●●			●●		●●			●●								
The Illusion of Depth	104-109						●●				●●								
Subjective Space	110-115	●●	●●								●●								
Another Look at Space	116-119		●●			●●					●●	●●	●●	●●		●●			●●
6. TEXTURE	120-121		●●																
Surface Qualities	122-125		●●																
Texture and Light	126-127																		
Artists and the Use of Texture	128-133																		
Another Look at Texture	134-137		●●								●●				●●	●●	●●		●●
PART 2 INTRODUCTION	138-139			●●															
7. BALANCE	140-141																		
Symmetrical Balance	142-143																		
Approximate Symmetry	144-145																		
Asymmetrical Balance	146-147			●●			●●							●●					
Radial Balance	148-149																		
Another Look at Balance	150-153			●●		●●					●●	●●	●●						●●
8. UNITY	154-155																		
Dominance	156-157																		
Repetition of Visual Units	158-159																		
Use of Color	160-161			●●															

Exploring Visual Design, Student Book		TEKS																	
LESSONS	Pages																		
		1A	1B	1C	1D	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	4A	4B	4C	4D
Surface Quality	162-163			● ●							● ●								
Another Look at Unity	164-167			● ●							● ●					● ●		● ●	● ●
9. CONTRAST	168-169			● ●															
Contrasting Materials	170-171			● ●															
Line Contrasts	172-173																		
Using Shape, Form, and Size	174-175																		
Contrasting Dark and Light	176-177			● ●															
Color Contrasts	178-179			● ●															
Contrasting Textures	180-181																		
Contrasts of Time and Style	182																		
Contrasting Ideas	183																		
Another Look at Contrast	184-187										● ●					● ●			● ●
10. EMPHASIS	188-189			● ●															
Emphasizing One Element of Design: Line, or Shape and Form	190-191			● ●															
Emphasizing One Element of Design: Value, Color, Space or Texture	192-193			● ●															
Using Simplicity	194-195			● ●															
Using Placement and Grouping	196-197															● ●			
Emphasis Through Isolation	198-199																		
Using Size and Repetition	200-201																		
Another Look at Emphasis	202-205			● ●															● ●
11. PATTERN	206-207			● ●															
Patterns in Nature	208-209																		
Patterns in Manufactured Designs	210-211			● ●															
Basic Types of Planned Patterns	212-221			● ●							● ●								
Random Patterns	222-223								● ●										
Another Look at Pattern	224-227			● ●		● ●					● ●				● ●			● ●	● ●

Exploring Visual Design, Student Book		TEKS																	
LESSONS	Pages	● eBook Correlation ● Printed Textbook Correlation																	
		1A	1B	1C	1D	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	4A	4B	4C	4D
12. MOVEMENT AND RHYTHM	228-229			● ●															
Actual Movement	230-231			● ●															
Recorded Action	232-233			● ●															
Compositional Movement	234-237																		
Types of Rhythm	238-245			● ●							● ●								
Another Look at Movement and Rhythm	246-249			● ●		● ●													● ●

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