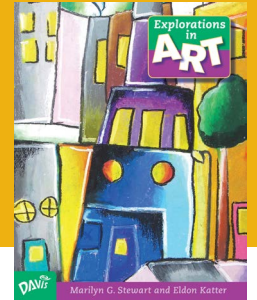




# TEKS Correlations

## Explorations in Art, Grade 4, Teacher Edition



Explorations in Art, Grade 4, Teacher Edition		TEKS												
LESSONS	Pages													
		1A	1B	1C	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C
<b>UNIT 1</b> Introduction	2–3		● ●						● ●			● ●		
Lesson 1	4–5		● ●			● ●	● ●							
Lesson 2	6–7		● ●			● ●	● ●					● ●		
Studio Exploration for Lessons 1 & 2	8–11					● ●	● ●					● ●	● ●	
Lesson 3	12–13		● ●			● ●	● ●							
Lesson 4	14–15		● ●				● ●							
Studio Exploration for Lessons 3 & 4	16–19		● ●				● ●							
Lesson 5	20–21						● ●				● ●			
Lesson 6	22–23						● ●				● ●			
Studio Exploration for Lessons 5 & 6	24–27		● ●			● ●	● ●					● ●	● ●	● ●
Vocabulary and Content Review	30–31		● ●						● ●		● ●	● ●		
<b>UNIT 2</b> Introduction	32–33	● ●						● ●						
Lesson 7	34–35	● ●				● ●								
Lesson 8	36–37	● ●			● ●		● ●					● ●		
Studio Exploration for Lessons 7 & 8	38–41	● ●			● ●	● ●	● ●							● ●
Lesson 9	42–43													
Lesson 10	44–45													
Studio Exploration for Lessons 9 & 10	46–49						● ●							
Lesson 11	50–51													
Lesson 12	52–53		● ●				● ●							
Studio Exploration for Lessons 11 & 12	54–57		● ●				● ●					● ●		● ●
Vocabulary and Content Review	60–61											● ●	● ●	● ●

Explorations in Art, Grade 4, Teacher Edition		TEKS											● eBook Correlation ● Printed Textbook Correlation	
LESSONS	Pages	1A	1B	1C	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C
<b>UNIT 3</b> Introduction	62–63							● ●	● ●					
Lesson 13	64–65		● ●			● ●	● ●							
Lesson 14	66–67		● ●			● ●	● ●							
Studio Exploration for Lessons 13 & 14	68–71		● ●									● ●	● ●	
Lesson 15	72–73		● ●				● ●							
Lesson 16	74–75		● ●				● ●							
Studio Exploration for Lessons 15 & 16	76–79		● ●											
Lesson 17	80–81		● ●											
Lesson 18	82–83						● ●							
Studio Exploration for Lessons 17 & 18	84–87							● ●				● ●		
Vocabulary and Content Review	90–91		● ●						● ●			● ●		● ●
<b>UNIT 4</b> Introduction	92–93													
Lesson 19	94–95		● ●											
Lesson 20	96–97		● ●				● ●							
Studio Exploration for Lessons 19 & 20	98–101						● ●							
Lesson 21	102–103													
Lesson 22	104–105													
Studio Exploration for Lessons 21 & 22	106–109		● ●									● ●	● ●	
Lesson 23	110–111						● ●							
Lesson 24	112–113		● ●											
Studio Exploration for Lessons 23 & 24	114–117						● ●						● ●	
Vocabulary and Content Review	120–121		● ●							● ●				
<b>UNIT 5</b> Introduction	122–123									● ●				
Lesson 25	124–125		● ●				● ●							
Lesson 26	126–127		● ●											
Studio Exploration for Lessons 25 & 26	128–131													
Lesson 27	132–133													
Lesson 28	134–135													
Studio Exploration for Lessons 27 & 28	136–139						● ●							
Lesson 29	140–141													
Lesson 30	142–143													
Studio Exploration for Lessons 29 & 30	144–147												● ●	
Vocabulary and Content Review	150–151		● ●							● ●			● ●	

Explorations in Art, Grade 4, Teacher Edition		TEKS												
LESSONS	Pages	<span style="color: blue;">●</span> eBook Correlation <span style="color: green;">●</span> Printed Textbook Correlation												
		1A	1B	1C	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C
<b>UNIT 6 Introduction</b>	152–153	● ●												
Lesson 31	154–155	● ●												
Lesson 32	156–157	● ●												
Studio Exploration for Lessons 31 & 32	158–161	● ●	● ●					● ●						
Lesson 33	162–163													
Lesson 34	164–165		● ●											
Studio Exploration for Lessons 33 & 34	166–169							● ●						
Lesson 35	170–171													
Lesson 36	172–173													
Studio Exploration for Lessons 35 & 36	174–177												● ●	
Vocabulary and Content Review	180–181													

### 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 artworks. The student is expected to:

- (A)** explore and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art
- (B)** use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity
- (C)** discuss the elements of art as building blocks and the principles of design as organizers of works of art

**(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)** integrate ideas drawn from life experiences to create original works of art
- (B)** create compositions using the elements of art and principles of design
- (C)** produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials

**(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 content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions
- (B)** compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures
- (C)** connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers
- (D)** investigate the connections of 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)** evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of self, peers, and historical and contemporary artists
- (B)** use methods such as written or oral response or artist statements to identify emotions found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums
- (C)** compile collections of personal artworks for purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios