



TEKS 100% Compliance Lesson Extensions

Explorations in Art Grade 2, Teacher Edition

ART GRADE 2



Explorations in Art Grade 2, Teacher Edition				
ART GRADE 2 TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
2.A.X	Express feelings in personal artworks using a variety of textures	Studio Exploration for 29 and 30: Work or Play: Sculpture — Teach: Studio Exploration Step 1: Plan and Practice	144	Teach — Studio Exploration Step 1: Plan and Practice: How will you use a variety of textures in your sculpture?
		Lesson 36: Texture and Pattern: Weaving — Teach: Create: Studio Time	173	Teach — Create: Studio Time Encourage students to explore the texture of their weaving.
2.A.XII	Express feelings in personal artworks using a variety of space(s)	Studio Exploration for 27 and 28: People at Work: Space and Shape — Teach: Studio Exploration Step 1: Plan and Practice	136	Teach — Studio Exploration Step 1: Plan and Practice Ask students how they will show space in their work.
		Studio Exploration for 29 and 30: Work or Play: Sculpture — Differentiated Instruction: Advanced	145	Differentiated Instruction — Advanced: Point out that when two figures are posed together they can create interesting varieties of positive and negative space.
3.B.IV	Examine contemporary artworks created by women, making connections to various cultures	Lesson 28: Observing People at Play: Printmaking — About the Artist	135	About the Artist: Burroughs’s work reflects positive views of African American culture and life experiences.
		Studio Exploration for 29 and 30: Work or Play: Sculpture — Art History: About the Artwork	145	Art History — About the Artwork: Frey’s sculptures reflect the culture of the 1950s and beyond, examining the gender roles of men and women.

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) compare and contrast variations in objects and subjects from the environment using the senses

(B) identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance

(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) express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space

(B) create compositions using the elements of art and principles of design

(C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture including modeled forms, using a variety of 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) interpret stories, content, and meanings in a variety of artworks

(B) examine historical and contemporary artworks created by men and women, making connections to various cultures

(C) analyze how art affects everyday life and is connected to jobs in art and design

(D) relate 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) support reasons for preferences in personal artworks

(B) compare and contrast ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers

(C) compile collections of artwork such as physical artwork, electronic images, sketch-books, or portfolios for the purposes of self evaluations or exhibitions