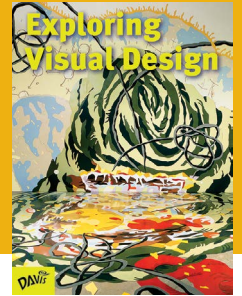




# TEKS 100% Compliance Lesson Extensions

## Exploring Visual Design, Teacher Edition

### ART LEVEL II



Exploring Visual Design, Teacher Edition				
ART LEVEL II TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
<b>1.A.III</b>	Use visual comparisons to illustrate concepts from original sources for original artworks	Chapter 1: Line – Line as Texture and Pattern	27	Design Extension: Encourage students to compare natural objects in which texture and pattern are prominent. They can experiment with different techniques of using line to create texture and pattern.
		Chapter 1: Line – Studio Experience: Extend	33B	Extend: Have students observe various basic movements by dancers or athletes. They can then create three gesture drawings of three poses that document the sequence beginning-middle-end.
<b>2.A.II</b>	Create original artworks using multiple solutions from original sources in order to expand personal themes that demonstrate artistic intent	Chapter 4: Color– Studio Experience: Color Harmonies with Pastels: Teach	93A	Teach: Have students look at a variety of natural or manufactured objects that display color harmonies: a plant, leaf, hand, animal, or insect. Students should choose the color harmonies that express a desired mood and depict the object in pastels.
		Chapter 11: Pattern – Studio Experience: Pattern Prints: Teach	227A	Teach: Have students collect a variety of examples of forms from nature, asking them to identify patterns in each one. Have students design a pattern based on those found in the nature forms and ask them to choose a meaning or mood before or after they complete the design.
<b>2.F.I</b>	Select from a variety of art media to communicate specific ideas in drawing	Chapter 7: Balance – Radial Balance: Design Extension	148	Design Extension: Encourage students to select from a variety of drawing media to communicate ideas about radial balance.
		Chapter 9: Contrast – Color Contrasts	179	Teaching Tip: Encourage students to choose from a variety of drawing media, such as pencils, color pencils, black ink, or gouache, to communicate the idea of color contrasts.

# ART LEVEL II TEKS Lesson Extensions for Exploring Visual Design

Exploring Visual Design, Teacher Edition				
ART LEVEL II TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
<b>2.F.II</b>	Select from a variety of art media to communicate specific ideas in painting	Chapter 3: Value – Studio Experience: Extend	71B	Extend – Meeting Individual Needs: Challenge: Have students use variety a of media in black, white, and gray to create a mixed-media painting. They should emphasize the variety of materials by developing texture and value contrasts. Media can include black ink, black and white crayon, black and white tempera or acrylics, black and white marker/pencils, and black and white paper.
		Chapter 8: Unity – Studio Experience: Pulling It All Together: Teach	167A	Teach: Help students understand how to unify a painting with one color. Paint a monochromatic, non-objective painting using tints and shades of one chosen color using gouache, watercolor, tempera or water-soluble oils.
<b>2.F.V</b>	Select from a variety of art media to communicate specific ideas in ceramics	Chapter 5: Space – Studio Experience: An Event in Clay: Assess	119A	Assess: Encourage students to evaluate how they were able to use clay to communicate ideas about their event.
		Chapter 6: Texture – Lesson 5: Artists and Their Use of Texture: Teach: Three-Dimensional Art	120E	Teach: Three-Dimensional Art: Ask students how they were able to communicate the idea of texture using ceramics.
<b>2.F.XI</b>	Select from a variety of art tools to communicate specific ideas in drawing	Chapter 3: Value – Dark Values	63	Teaching Tip: Encourage students to select from a variety of drawing tools, such as pencil, charcoal, black chalk, black crayon or black pastel to communicate the idea of dark values in a drawing.
		Chapter 3: Value – Studio Experience: Still Life Value Study: Objectives	71A	Objectives: Students should be able to use charcoal and conté crayon to communicate the idea of value in drawing.
<b>2.F.XII</b>	Select from a variety of art tools to communicate specific ideas in painting	Chapter 3: Value – Light Values: Design Extension	60	Design Extension: Have students select from a variety of art tools to create a watercolor painting that communicates the idea of a bright, sunny place.
		Chapter 11: Pattern – Random Patterns	222	Teaching Tip: Encourage students to select from a variety of art tools to combine carefully drawn and spaced line arrangements with splattered, sprayed or thrown paint or ink to communicate the idea of random and planned patterns.

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<b>2.F.XIII</b>	Select from a variety of art tools to communicate specific ideas in printmaking	Chapter 11: Pattern – Basic Types of Planned Patterns: Half-Drop Designs: Design Extension	216	Design Extension: Have students use fruit as printmaking tools to communicate the idea of patterns found in nature.
		Chapter 11: Pattern – Studio Experience: Pattern Prints: Objectives	227A	Objectives: Use linoleum-block printmaking methods to communicate the idea of natural and human-made patterns.
<b>2.F.XV</b>	Select from a variety of art tools to communicate specific ideas in ceramics	Chapter 1: Line – Line Quality: Implied Lines: Design Extension	25	Design Extension: Direct students to use clay sculpting tools to communicate the idea of implied lines.
		Chapter 6: Texture – Lesson 5: Artists and Their Use of Texture: Teach: Three-Dimensional Art	120E	Teach: Three-Dimensional Art: Have students use a rolling pin and found materials to communicate the idea of three-dimensional texture in clay tiles.
<b>2.F.XVI</b>	Select from a variety of art tools to communicate specific ideas in fiber art	Chapter 6: Texture – Artists and the Use of Texture: Two-Dimensional Art: Design Extension	131	Design Extension: Have students select art tools to work with the materials they selected as their inspiration to communicate the idea of texture from their designs.
		Chapter 11: Pattern – Design Extension	207	Design Extension: As an alternative to using paper for their quilt, encourage students to create their designs in fabric to communicate the idea of their interests.
<b>2.F.XVII</b>	Select from a variety of art tools to communicate specific ideas in jewelry	Chapter 9: Contrast – Contrasting Materials	170	Teaching Tip: Have students use their fabric scraps or found objects to create a bracelet that communicates variety in texture, shape, and color.
		Chapter 11: Pattern – Patterns in Manufactured Designs	210	Teaching Tip: When creating their jewelry designs, encourage students to modify certain materials to produce additional or unusual patterns. Suggested materials: bits of broken dishes, pieces of textured clay, basket weaving materials such as reeds, cut up pieces of colored or patterned plastic, balsa wood.

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ART LEVEL II TEKS	TEKS Breakout	Lesson	Pages	Lesson Extension to Meet TEKS
<b>2.F.XVIII</b>	Select from a variety of art tools to communicate specific ideas in mixed-media	Chapter 6: Texture – Design Extension	120	Design Extension: Direct students to create a collage using a variety of materials to communicate the idea of implied lines.
		Chapter 9: Contrast – Lesson 3: Line Contrasts: Teach	168D	Teach: Mixed-media portrait or still life: Have students use ink washes, pen and ink, thin markers, and fine-tipped brushes to create a mixed-media work that communicates the idea of line contrasts
<b>2.F.XIX</b>	Select from a variety of art tools to communicate specific ideas in photography	Chapter : Shape and Form – Categories of Shapes: Positive and Negative Shapes: Design Extension	40	Design Extension: Have students use light-sensitive paper to communicate the idea of positive and negative shapes.
		Chapter 3: Value – Value Contrasts: Cooperative Learning	66	Cooperative Learning: Have students create photographs of each other in bright sunlight, filtered shade, and darker shade to communicate the idea of contrast.

## 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