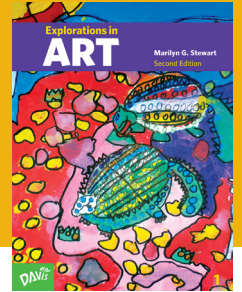




TEKS Correlations

Explorations in Art 2E, Grade 1

Use this chart to identify exemplary lessons that match the TEKS. Additional matches can be found throughout the book.



Explorations in Art 2E, Grade 1		TEKS Art, Grade 1											● Book Correlation
LESSONS	Pages	1A	1B	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C
UNIT 1 Introduction	2-3		●										
1.1 Beautiful Buildings	4-5	●	●										
1.2 Beauty in Nature	6-7	●	●	●		●							
1.3 My Beautiful Place	8-11	●	●	●		●							
1.4 Special Objects	12-13	●							●				
1.5 Everyday Objects	14-15	●	●										
1.6 A Beautiful Playground	16-19	●	●						●				●
1.7 Beauty in Nature	20-21	●	●	●									
1.8 Looking at Creatures	22-23	●	●	●									
1.9 A Beautiful Animal	24-27	●	●	●		●							
STEAM: Consider Mapping When Creating Art	28-29									●			
Unit 1 Review	30-31	●											
UNIT 2 Introduction	32-33											●	
2.1 Who I Am	34-35			●									
2.2 Looking at Classmates	36-37											●	
2.3 Special People in My Life	38-41										●		
2.4 Active People	42-43												
2.5 Fun at the Park	44-45												
2.6 People Every Day	46-49					●					●		
2.7 A Room for My Family and Me	50-51	●											
2.8 Neighborhood Buildings	52-53		●	●	●	●			●				
2.9 Planning Our Town	54-57		●	●	●	●							
STEAM: Consider Interaction When Creating Art	58-59									●			

TEKS Correlations

Explorations in Art 2E, Grade 1		TEKS Art, Grade 1											● Book Correlation
LESSONS	Pages	1A	1B	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C
Unit 2 Review	60–61		●								●		●
UNIT 3 Introduction	62–63												
3.1 A Story About a Castle	64–65		●	●		●							
3.2 A Story Setting	66–67			●		●							
3.3 Telling a Make-Believe Story	68–71		●	●		●							
3.4 Outdoor Stories	72–73		●	●									
3.5 Colorful Weather Stories	74–75		●	●		●							
3.6 Telling a Real Story	76–79		●			●							
3.7 Illustrating a Story	80–81				●	●			●	●			
3.8 What Happens Next?	82–83				●	●							
3.9 A Pocket Book for Stories	84–87					●					●		
STEAM: Consider Geometry When Creating Art	88–89									●			
Unit 3 Review	90–91												●
UNIT 4 Introduction	92–93						●						
4.1 Insects Up Close	94–95												
4.2 Plant Patterns	96–97		●			●							
4.3 Fancy Flying Insects	98–101		●				●						
4.4 Land and Sky	102–103					●							
4.5 Patterned Landscapes	104–105		●	●									
4.6 Nature at Night	106–109												
4.7 Animal Alphabets	110–111						●						
4.8 Creature Collage	112–113		●				●						
4.9 Clay Creatures	114–117		●	●		●							
STEAM: Consider Categories When Creating Art	118–119									●		●	
Unit 4 Review	120–121						●						●
UNIT 5 Introduction	122–123											●	
5.1 Then and Now	124–125					●							
5.2 Remember Your School	126–127												
5.3 A Building to Remember	128–131												
5.4 Remember Fun Times	132–133					●		●					
5.5 Remembering Pets	134–135											●	

TEKS Correlations

Explorations in Art 2E, Grade 1		TEKS Art, Grade 1											● Book Correlation
LESSONS	Pages	1A	1B	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C
5.6 A Quilt to Remember	136-139							●					
5.7 Party Cakes	140-141			●									
5.8 Dressing for Celebration	142-143		●	●		●		●					
5.9 Celebrating with Masks	144-147					●		●					
STEAM: Consider Structure When Creating Art	148-149					●				●			
Unit 5 Review	150-151							●					
UNIT 6 Introduction	152-153												
6.1 Changing Seasons	154-155		●										
6.2 Day and Night	156-157												
6.3 Changes over Time	158-161		●										
6.4 Dressing Up	162-163		●										
6.5 Dressing for Play	164-165												
6.6 Dressing Up and Down Puppet	166-169		●								●		
6.7 Furniture for the Future	170-171		●	●									
6.8 A Way to Travel	172-173								●				
6.9 Work in the Future	174-177				●								
STEAM: Consider Transformation When Creating Art	178-179									●			
Unit 6 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, understanding, and applying the elements of art and principles of design. 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)** identify similarities, differences, and variations among subjects in the environment using the senses; and
- (B)** identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments.

(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)** invent images that combine a variety of lines, shapes, colors, textures, and forms;
- (B)** place components in orderly arrangements to create designs; and
- (C)** increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms.

(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)** identify simple ideas expressed in artworks through different media;
- (B)** demonstrate an understanding that art is created globally by all people throughout time;
- (C)** discuss the use of art in everyday life; and
- (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)** explain ideas about personal artworks;
- (B)** identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers; and
- (C)** compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions.