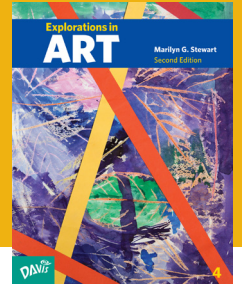




# TEKS Correlations

## Explorations in Art 2E, Grade 4

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



Explorations in Art 2E, Grade 4		TEKS Art, Grade 4											● Book Correlation	
LESSONS	Pages	1A	1B	1C	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C
<b>UNIT 1</b> Introduction	2-3							●				●		
1.1 Looking Closely	4-5													
1.2 Seeing People	6-7		●				●							
1.3 Seeing Bodies in Motion	8-11		●	●	●	●						●	●	
1.4 Looking at Colors Together	12-13		●											
1.5 Seeing Shadows and Light	14-15		●				●							
1.6 Seeing Cities	16-19		●											
1.7 Up, Down, and Straight Ahead	20-21		●				●	●						
1.8 Looking at Trees	22-23		●	●		●	●							
1.9 Painting a Bird's-Eye View	24-27		●	●		●						●		
STEAM: Consider Light When Creating Art	28-29											●		
Unit 1 Review	30-31							●				●		
<b>UNIT 2</b> Introduction	32-33								●			●		
2.1 Face-to-Face	34-35	●	●											
2.2 Telling Stories	36-37	●			●		●		●		●			
2.3 Sculptures That Tell Stories	38-41				●						●	●	●	●
2.4 Inventive Communication	42-43								●	●				
2.5 Playful Messages	44-45	●							●				●	
2.6 Play on Words	46-49	●											●	
2.7 Animal Absurdity	50-51													
2.8 Animated Stories	52-53		●	●		●				●				
2.9 Zoetrope Toys	54-57		●	●		●						●		
STEAM: Consider Hybrids When Creating Art	58-59											●		

# TEKS Correlations

Explorations in Art 2E, Grade 4		TEKS Art, Grade 4											● Book Correlation	
LESSONS	Pages	1A	1B	1C	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C
Unit 2 Review	60–61													●
<b>UNIT 3</b> Introduction	62–63													
3.1 Picturing Open Spaces	64–65		●	●		●								
3.2 Textures in Places	66–67		●											
3.3 A Place for Quiet Times	68–71	●	●	●		●						●		
3.4 Symbols on Walls and Floors	72–73		●						●					
3.5 On the Outside	74–75		●							●				
3.6 Trading Spaces	76–79		●							●				
3.7 Creating a Model	80–81		●							●				
3.8 Buildings That Matter	82–83	●			●		●							
3.9 Our Colorful Town	84–87	●	●		●		●						●	
STEAM: Consider Repurposing When Creating Art	88–89											●		
Unit 3 Review	90–91											●	●	●
<b>UNIT 4</b> Introduction	92–93							●				●		
4.1 In the Wild	94–95		●						●				●	
4.2 Animals at Play	96–97		●				●		●					
4.3 Creatures Up Close	98–101		●				●							
4.4 The Light of Day	102–103		●				●							
4.5 Looking at the Land	104–105		●										●	
4.6 Natural Habitats	106–109		●				●					●	●	
4.7 Tools from Nature	110–111		●						●					
4.8 Gifts from Nature	112–113		●	●		●	●							
4.9 Containers from the Earth	114–117		●				●							
STEAM: Consider Weather When Creating Art	118–119										●			
Unit 4 Review	120–121											●	●	●
<b>UNIT 5</b> Introduction	122–123							●						
5.1 A Tradition of Quilting	124–125		●	●		●	●							
5.2 A Tradition of Paper Cutting	126–127		●				●							
5.3 A Cloth Tradition	128–131		●				●					●		
5.4 Weaving Bands of Cloth	132–133		●				●							
5.5 Designs on Fabric	134–135						●		●					

# TEKS Correlations

Explorations in Art 2E, Grade 4		TEKS Art, Grade 4											● Book Correlation	
LESSONS	Pages	1A	1B	1C	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C
5.6 A Story in Stitches	136-139						●					●		
5.7 A Puppet Tradition	140-141						●							
5.8 A Tradition of Masks	142-143						●							
5.9 Celebration Traditions	144-147						●							
STEAM: Consider Sequences When Creating Art	148-149										●			
Unit 5 Review	150-151											●	●	●
<b>UNIT 6</b> Introduction	152-153													
6.1 Imagining the Impossible	154-155	●							●					
6.2 Using Materials Inventively	156-157	●					●							
6.3 Dumpster Dragons	158-161	●	●				●					●		
6.4 Making Things Look Real	162-163		●											
6.5 Changing Appearances	164-165												●	
6.6 Keeping It Simple	166-169						●							
6.7 Thinking Differently	170-171												●	
6.8 Differences in Style	172-173						●							
6.9 Uncommonly Common	174-177		●				●					●		
STEAM: Consider Layering 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 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; and
- (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; and
- (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 purpose and content in 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; and
- (D)** investigate 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; and
- (C)** compile collections of personal artworks for purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios.