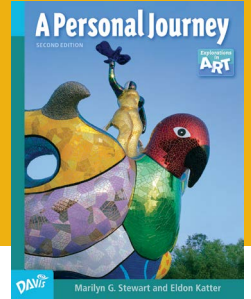




TEKS Correlations

Explorations in Art, A Personal Journey, Teacher Edition



A Personal Journey, Teacher Edition		TEKS																
		● eBook Correlation ● Printed Textbook Correlation																
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	3A	3B	3C	3D	4A	4B	4C	4D	4E
UNIT 1 Opener	2-3																	
Lesson 1.1	4-7	● ●				● ●												
Lesson 1.2	8-11		● ●	● ●		● ●												
Studio Exploration 1.3	12-15	● ●	● ●		● ●	● ●						● ●		● ●				
Lesson 1.4	16-19	● ●	● ●		● ●			● ●		● ●		● ●						
Lesson 1.5	20-23				● ●			● ●		● ●		● ●		● ●				
Studio Exploration 1.6	24-27	● ●	● ●					● ●						● ●				
Connections	28-29									● ●								
Vocabulary and Content Review	30-31	● ●														● ●		● ●
UNIT 2 Opener	32-33																	
Lesson 2.1	34-37	● ●										● ●						
Lesson 2.2	38-41	● ●																
Studio Exploration 2.3	42-45	● ●										● ●		● ●				
Lesson 2.4	46-49					● ●		● ●						● ●				
Lesson 2.5	50-53			● ●	● ●	● ●				● ●		● ●						
Studio Exploration 2.6	54-57				● ●	● ●	● ●	● ●						● ●	● ●			
Connections	58-59							● ●					● ●					
Vocabulary and Content Review	60-61												● ●			● ●		
UNIT 3 Opener	62-63	● ●																● ●
Lesson 3.1	64-67	● ●				● ●	● ●											
Lesson 3.2	68-71	● ●			● ●	● ●												
Studio Exploration 3.3	72-75					● ●	● ●							● ●				
Lesson 3.4	76-79							● ●		● ●		● ●						

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		● eBook Correlation												● Printed Textbook Correlation				
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	3A	3B	3C	3D	4A	4B	4C	4D	4E
Lesson 3.5	80–83							● ●										
Studio Exploration 3.6	84–87							● ●						● ●				
Connections	88–89												● ●					
Vocabulary and Content Review	90–91	● ●													● ●			
UNIT 4 Opener	92–93																	
Lesson 4.1	94–97	● ●				● ●				● ●	● ●							
Lesson 4.2	98–101																	
Studio Exploration 4.3	102–105	● ●				● ●			● ●	● ●				● ●				
Lesson 4.4	106–109	● ●								● ●								
Lesson 4.5	110–113					● ●												
Studio Exploration 4.6	114–117					● ●				● ●								
Connections	118–119												● ●				● ●	
Vocabulary and Content Review	120–121	● ●								● ●	● ●							
UNIT 5 Opener	122–123																	
Lesson 5.1	124–127																	
Lesson 5.2	128–131							● ●										
Studio Exploration 5.3	132–135							● ●						● ●				
Lesson 5.4	136–139																	
Lesson 5.5	140–143																	
Studio Exploration 5.6	144–147													● ●				
Connections	148–149														● ●			● ●
Vocabulary and Content Review	150–151																	
UNIT 6 Opener	152–153																	
Lesson 6.1	154–157																	
Lesson 6.2	158–161							● ●						● ●				
Studio Exploration 6.3	162–165							● ●						● ●				
Lesson 6.4	166–169					● ●				● ●								
Lesson 6.5	170–173			● ●														
Studio Exploration 6.6	174–177					● ●		● ●						● ●				
Connections	178–179																	
Vocabulary and Content Review	180–181														● ●			

A Personal Journey, Teacher Edition		TEKS																
		● eBook Correlation ● Printed Textbook Correlation																
LESSONS	Pages	1A	1B	1C	1D	2A	2B	2C	2D	3A	3B	3C	3D	4A	4B	4C	4D	4E
UNIT 7 Opener	182–183																	
Lesson 7.1	184–187					●●												
Lesson 7.2	188–191							●●										
Studio Exploration 7.3	192–195					●●		●●						●●				
Lesson 7.4	196–199								●●									
Lesson 7.5	200–203									●●								
Studio Exploration 7.6	204–207			●●														
Connections	208–209																	
Vocabulary and Content Review	210–211																●●	
UNIT 8 Opener	212–213												●●					
Lesson 8.1	214–217						●●					●●						
Lesson 8.2	218–221							●●										
Studio Exploration 8.3	222–225						●●											
Lesson 8.4	226–229																●●	
Lesson 8.5	230–233														●●			
Studio Exploration 8.6	234–237																	
Connections	237–239																●●	
Vocabulary and Content Review	240–241																	
UNIT 9 Opener	242–243																	
Lesson 9.1	244–247					●●												
Lesson 9.2	248–251																	
Studio Exploration 9.3	252–255																	
Lesson 9.4	256–259							●●										●●
Lesson 9.5	260–263							●●										
Studio Exploration 9.6	264–267							●●										
Connections	268–269																	●●
Vocabulary and Content Review	270–271														●●	●●		

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)** identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international
- (B)** compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately
- (C)** compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately
- (D)** understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately

(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)** create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community
- (B)** apply the art-making process to solve problems and generate design solutions
- (C)** apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media
- (D)** use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination

(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)** analyze ways that global, cultural, historical, and political issues influence artworks
- (B)** analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy
- (C)** evaluate the relationships that exist among a society's art, music, theatre, and dance
- (D)** compare and contrast career and avocational opportunities in art such as various design, museum, and fine arts fields

(4) Critical evaluation and response. The student responds to and analyzes 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)** create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression
- (B)** analyze selected artworks to determine contemporary relevance in relationship to universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation
- (C)** compare and contrast relationships that exist between a society's art and its music, literature, and architecture
- (D)** identify career and avocational choices in art such as various design, museum, and fine arts fields
- (E)** demonstrate an understanding of and apply proper exhibition etiquette