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Level I, Art Appreciation Discovery

Course Title: Level I, Art Appreciation Course Sequence: Precedes all other high school art courses Credit: 1	
TEKS Strand	Expectations
<p>Foundations: observation & perception The Level I 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 artwork. The student is expected to:</p>	<p>Level I students are expected to consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork; identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork; identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork; and make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.</p>
<p>Creative Expression The Level I 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:</p>	<p>Level I students are expected to use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination; communicate a variety of applications for design solutions; 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; create original artwork to communicate thoughts, feelings, ideas, or impressions; collaborate to create original works of art; and demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.</p>
<p>Historical and cultural relevance The Level I 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:</p>	<p>Level I students are expected to compare and contrast historical and contemporary styles while identifying general themes and trends; describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage; collaborate on community-based art projects; and compare and contrast career and avocational opportunities in art.</p>
<p>Critical evaluation and response The Level I 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:</p>	<p>Level I students are expected to 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; evaluate and analyze artwork using a verbal or written 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; construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning; and select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.</p>
<p>Example:</p> <p>Ms. Schoch designs an activity for her Art Appreciation class to demonstrate how European artists have been powerfully influenced by the art of non-European cultures. Ms. Schoch divides her class into several groups to investigate links between major European art movements and non-European cultures.</p> <p>Each group chooses one artist or movement in European art, such as Paul Klee, Paul Gauguin, or Fauvism, and uses the Internet and the school library to conduct research. Each group prepares a brief presentation for the class on their findings. Ms. Schoch then shares the Big Idea of Influence and invites the students to create a simple drawing (pencil or oil pastel) based on their chosen European artist but with their own expression. She will drive the lesson with the Key Question, "How can your artwork be your own while being influenced by someone else?"</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	

