



[Close this Browser](#) [Print Preview](#)

Middle School 1 Art TEKS Discovery

TEKS Strand	Expectations
<p>Foundations: observation & perception Middle School 1 students develop and expand 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>Middle School 1 students are expected to identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international; understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately; understand and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using art vocabulary appropriately; and discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.</p>
<p>Creative Expression Middle School 1 students communicate 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>Middle School 1 students are expected to create original artworks based on direct observations, original sources, personal experiences, and the community; apply the art-making process to solve problems and generate design solutions; and produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials.</p>
<p>Historical and cultural relevance Middle School 1 students demonstrate 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>Middle School 1 students are expected to identify the influence of historical and political events in artworks; identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation; explain the relationships that exist between societies and their art and architecture; and explore career and avocational opportunities in art such as various design, museum, and fine arts fields.</p>
<p>Critical evaluation and response Middle School 1 students respond to and analyze 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>Middle School 1 students are expected to create written or oral responses to artwork using appropriate art vocabulary; analyze original artworks 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; develop a portfolio; investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and understand and demonstrate proper exhibition etiquette.</p>
<p>Example:</p> <p>Mr. Gonzales introduces the Big Idea of Treasure to his students. He shows them the still-life paintings of Pieter Claesz, Paul Cezanne, and Janet Fish. He will ask the question, "What do the objects in the paintings say about what the artist values?" He then asks the Key Question, "Would the objects you value tell a story about you?" He will then have students bring objects from home to draw as a colored pencil still life. He will have them catalog the objects in a chart that explains the value.</p> <p>He will have them make thumbnail sketches to test the best arrangement of the objects as they learn about composition with negative and positive space.</p> <p>They will complete their drawings with Mr. Gonzales demonstrating the process of colored pencil blending. Upon completion, students will write comments about several still-life works noting the treasures for the person and what it communicates about the student.</p>	
<p>Differentiation Strategies for Students with Special Needs</p>	