



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

Middle School 2 Art TEKS Discovery

TEKS Strand	Expectations
<p>Foundations: observation & perception Middle School 2 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 2 students are expected to identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international; 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; 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; and understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.</p>
<p>Creative Expression Middle School 2 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 2 students are expected to 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; apply the art-making process to solve problems and generate design solutions; 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; and use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination.</p>
<p>Historical and cultural relevance Middle School 2 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 2 students are expected to analyze ways that global, cultural, historical, and political issues influence artworks; 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; compare and contrast relationships that exist between a society's art and its music, literature, and architecture; and identify career and avocational choices in art such as various design, museum, and fine-arts fields.</p>
<p>Critical evaluation and response Middle School 2 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 2 students are expected to create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression; 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 that demonstrates progress; investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art spaces; and demonstrate an understanding of and apply proper exhibition etiquette.</p>

Example:

Students in Ms. Ross's classes are introduced to the Big Idea of Identity. They will look at the portrait drawings of Ingres and da Vinci noting the use of line, value, and proportion – and comment on the identity of the people (especially with da Vinci's distorted faces). Ms. Ross will ask the Key Question, "When you draw a face, does it just look like them or will it tell a story about them?" They will create a line drawing of a model's face on a large sheet of newsprint.

Each class then critiques the portraits produced in another class.

Ms. Ross asks students to respond in their journals to questions such as:

- Which drawings do you like best? Why?
- What's the strongest area in a particular portrait?
- What could make others stronger?
- Does the face "tell a story"?

The class then discusses their journal responses.

As a follow-up, Ms. Ross shows students several line drawings by an accomplished local artist. She asks questions similar to those shown above, and students compare and contrast their responses, noting changes they may wish to make in their drawings in the future.

Differentiation Strategies for Students with Special Needs

©Copyright 2015, Center for Educator Development in Fine Arts (CEDFA). This chart is developed by the Center for Educator Development in Fine Arts (CEDFA) as a resource for Texas teachers. All rights reserved.