

Art TEKS Chart High School Adopted 2013

Level I	Level II	Level III	Level IV
<p>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 artwork. The student is expected to:</p>			
(A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork;	(A) use visual comparisons to illustrate concepts and ideas for original artworks from direct observation, original sources, experiences, narration, and imagination;	(A) analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively;	(A) consider concepts and themes for personal artworks that integrate an extensive range of visual observations, experiences, and imagination;
(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;	(B) identify and apply the Elements of Art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks. Other Elements of Art such as text and time may be evident as media evolve;	(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. Other Elements of Art such as text and time may be evident as media evolve;	(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. Other Elements of Art such as text and time may be evident as media evolve;
(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork; and	(C) identify and apply the Principles of Design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks. Other Principles of Design such as direction, juxtaposition and sequence may be evident as media evolve; and	(C) compare and contrast the Principles of Design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks. Other Principles of Design such as direction, juxtaposition and sequence may be evident as media evolve; and	(C) compare and contrast the Principles of Design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks. Other Principles of Design such as direction, juxtaposition and sequence may be evident as media evolve; and
(D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.	(D) explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor, relating to visual themes of artworks, using art vocabulary accurately.	(D) explore and select the suitability of art materials, media, and processes to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artworks.	(D) discriminate between art media and processes to express complex visual relationships such as content, meaning, message, and metaphor using extensive art vocabulary.
<p>Creative expression. The 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>			
(A) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;	(A) create original artworks using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;	(A) create original artworks using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;	(A) produce an original body of artworks that integrates information from a variety of sources, including original sources, and demonstrates sustained self-directed investigations into specific themes such as a series or concentration of works;
(B) communicate a variety of applications for design solutions;	(B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions	(B) solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices in order to make successful design decisions	(B) evaluate and justify design ideas and concepts to create a body of personal artworks;
(C) 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;	(C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artworks (when working from images rather than direct observation or imagination);	(C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artworks when working from images rather than direct observation or imagination;	(C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artworks (when working from images rather than direct observation or imagination);
(D) create original artwork to communicate thoughts, feelings, ideas, or impressions;	(D) create original artwork to communicate thoughts, feelings, ideas, or impressions;	(D) create original artwork to communicate thoughts, feelings, ideas, or impressions;	(D) create original artwork to communicate thoughts, feelings, ideas, or impressions;
(E) collaborate to create	(E) collaborate to create original	(E) collaborate to create original works	(E) to create original works of art; and

original works of art; and	works of art; and	of art; and	
(F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed-media, photography, and digital art & media.	(F) select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiberart, design, digital art and media, photography, jewelry, and mixed media.	(F) create artworks, singularly and in a series, by selecting from a variety of art materials and tools appropriate to course work in drawing, painting, printmaking, sculpture, ceramics, fiberart, design, digital art and media, photography, jewelry, and mixed media.
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 and contrast historical and contemporary styles while identifying general themes a	(A) examine selected historical periods or styles of art and identify general themes and trends;	(A) research selected historical periods, artists, general themes, trends, and styles of art;	(A) research and report on selected historical periods, artists, general themes, trends, and styles of art;
(B) describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;	(B) analyze specific characteristics in artworks from a variety of cultures;	(B) distinguish the correlation between specific characteristics and influences of various cultures and contemporary artworks;	(B) analyze and evaluate the influence of contemporary cultures on artworks;
(C) and collaborate on community-based art projects;	(C) collaborate on community-based art projects; and	(C) collaborate on community-based art projects; and	(C) collaborate on community-based art projects; and
(D) compare and contrast career and avocational opportunities in art.	(D) examine and research career, entrepreneurial, and avocational opportunities in art.	(D) examine, research, and develop a plan of action for career, entrepreneurial, avocational, and relevant art opportunities within a global economy.	(D) examine, research, and develop a plan of action for career, entrepreneurial, or relevant art opportunities within a global economy, justifying the choice.
Critical evaluation and response. The 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:			
(A) 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;	(A) interpret, evaluate, and justify artistic decisions in artworks by self, peers, and other artists such as in museums, local galleries, art exhibits, and websites;	(A) interpret, evaluate, and justify artistic decisions in artworks such as in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem-solving, and a variety of visual ideas;	(A) develop evaluative criteria to justify artistic decisions in artworks such as in museums, local galleries, art exhibits, and websites based on a high level of creativity and expertise in one or more art areas;
(B) 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;	(B) evaluate and analyze artworks using a method of critique such as describe the artwork, analyze the way it is organized, interpret the artist's intention, evaluate the success of the artwork;	(B) evaluate and analyze artworks using a method of critique such as describe the artwork, analyze the way it is organized, interpret the artist's intention, evaluate the success of the artwork;	(B) and analyze artworks using a method of critique such as describe the artwork, analyze the way it is organized, interpret the artist's intention, evaluate the success of the artwork;
(C) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning; and	(C) utilize responses to artwork critiques to make decisions about future directions in personal work;	(C) analyze personal artworks in order to create a written response reflecting intent, inspiration, the Elements of Art and Principles of Design within the artwork, and measure of uniqueness such as an artist's statement;	(C) analyze personal artworks in order to create a written response reflecting intent, inspiration, the Elements of Art and Principles of Design within the artwork, and the measure of uniqueness such as an artist's statement;
(D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.	(D) construct a portfolio such as a physical or electronic portfolio through evaluating and analyzing personal original artworks to provide evidence of learning; and	(D) use responses to artwork critiques to make decisions about future directions in personal work;	(D) use responses to artwork critiques to make decisions about future directions in personal work;
	(E) select and critique analyze original artworks, portfolios, and exhibitions by peers or others to maintain and then extend at a higher level to form precise conclusions about formal	(E) construct a portfolio such as a physical or electronic portfolio through evaluating and analyzing personal original artworks to provide evidence of learning; and	(E) construct a portfolio such as a physical or electronic portfolio through evaluating and analyzing personal original artworks to provide evidence of learning; and

	qualities, historical and cultural contexts, intentions, and meanings.		
		(F) select and analyze original artworks, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities of artworks such as aesthetics, formal, historical and cultural contexts, intentions, and meanings.	(F) evaluate a wide range of artworks to form conclusions about formal qualities, aesthetics, historical and cultural contexts, intents, and meanings.

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