

Art TEKS Chart Middle School Adopted 2013

Middle School 1	Middle School 2	Middle School 3
<p>(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 artwork. The student is expected to:</p>		
(A) identify and illustrate concepts from direct observation, original sources, personal experience, and communities such as family, school, cultural, local, regional, national, and international;	(A) identify and illustrate ideas from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international; and	(A) identify and illustrate ideas from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international; and
(B) using art vocabulary appropriately, understand 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 may be evident as media evolve (such as text and time);	(B) vocabulary accurately, 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) using vocabulary accurately, evaluate 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; and
(C) 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. Other Principles of Design may be evident as media evolve (such as direction, juxtaposition, and sequence); and	(C) 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. Other Principles of Design such as direction, juxtaposition and sequence may be evident as media evolve; and	(C) using vocabulary accurately, evaluate 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) discuss the expressive properties of artworks, such as appropriation, meaning, narrative, message, and symbol, using art vocabulary accurately.	(D) understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol, using art vocabulary accurately.	(D) compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately.
<p>(2) 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) create original artworks based on direct observations, original sources, personal experiences, and their community;	(A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and their community;	(A) create original artworks expressing themes found through direct observation, original sources, personal experiences, including memory, identity, imagination, and their community;
(B) apply the art-making process to solve problems and generate design solutions; and	(B) apply the art-making process to solve problems and generate design solutions;	(B) apply the art-making process to solve problems and generate design solutions;
(C) produce artworks using a variety of materials, including drawings, paintings, prints, sculptures,/modeled forms, ceramics, fiberart, photographic imagery, and digital art and media.	(C) apply technical skills effectively, using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiberart, photographic imagery, and digital art and media; and	(C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiberart, photographic imagery, and digital art and media.
	(D) imagination: use an understanding of copyright and public domain, to appropriate imagery when working from sources rather than direct observation or	(D) use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination; and
		(E) create experimental artworks using installation, performance, or collaboration.
<p>(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:</p>		
(A) identify in artworks the influence of historical and political events;	(A) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression; and	(A) analyze ways in which technology such as copyright and public domain issues, global, contemporary, historical, and political issues have influenced art;
(B) identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;	(B) analyze original 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) 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) explain the relationships that exist between societies and their art and architecture; and	(C) develop a portfolio that demonstrates progress;	(C) evaluate the relationships that exist between a society's art, music, theatre, and dance; and
(D) explore career and avocational opportunities in art such as various design, museum, and fine art fields.	(D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and	(D) compare and contrast career and avocational opportunities in art such as various design, museum, and fine art fields
	(E) demonstrate an understanding of and apply proper exhibition etiquette.	
(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:		
(A) create written or oral responses to artwork using appropriate art vocabulary;	(A) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression; and	(A) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression
(B) analyze original 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) analyze original 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) analyze original artworks and portfolios, 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) develop a portfolio;	(C) develop a portfolio that demonstrates progress;	(C) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries or community art; and
(D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries or community art; and	(D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and	(D) understand and demonstrate proper exhibition etiquette.
(E) understand and demonstrate proper exhibition etiquette.	(E) demonstrate an understanding of and apply proper exhibition etiquette	