

Grade 1 Art TEKS Discovery

TEKS Strand	Expectations
<p>Foundations: observation & perception First graders 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>First graders are expected to identify similarities, differences, and variations among subjects in the environment using the senses; and identify the Elements of Art, including line, shape, color, texture, and form, and the Principles of Design, including emphasis, repetition/pattern, and balance, in nature and in the human-made environment.</p>
<p>Creative Expression First graders 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>First graders are expected to invent images that combine a variety of lines, shapes, colors, textures, and forms; place components in orderly arrangement to create designs; and increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms.</p>
<p>Historical and cultural relevance First graders 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>First graders are expected to identify simple ideas expressed in artworks through different media; demonstrate an understanding that art is created globally by all people throughout time discuss the use of art in everyday life; and relate visual art concepts to other disciplines.</p>
<p>Critical evaluation and response First graders 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>First graders are expected to explain ideas about personal artworks; identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers; and compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions.</p>
<p>Example:</p> <p>Ms. Beck asks her students to close their eyes and then asks the Key Question, "Can you see anything with your eyes closed?" She then has them open their eyes and asks, "What is the first thing you saw when you opened your eyes?" She introduces the Big Idea To See and ties it to the science concept of the sense of sight. She then introduces an activity where students create a "seeing journal," a collection of visual images and impressions. A seeing journal uses visual images instead of words to communicate experiences important to the child. Photographs, pictures from magazines, wallpaper samples, words, letters, found objects, and personal sketches are just a few of the things that can be inserted. The only criterion is that the image has meaning for the child.</p> <p>The seeing journal can be a source for many other activities. Children may organize their images into categories or share their collections with the class or a small group. Additionally, the seeing journal can be maintained over a number of years, serving as a basis for assessing perceptual change and development.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	