

Kindergarten Art TEKS Discovery

TEKS Strand	Expectations
<p>Foundations: observation & perception Kindergartners 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>Kindergarten students are expected to gather information from subjects in the environment, using the senses; and identify Elements of Art, including line, shape, color, texture, and form, and the Principles of Design, including repetition/pattern and balance in the environment.</p>
<p>Creative Expression Kindergarten 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>Kindergarten students are expected to create artworks, using a variety of lines, shapes, colors, textures, and forms; arrange components intuitively to create artworks; and use a variety of materials to develop manipulative skills while engaging in opportunities for exploration, through drawing, painting, printmaking, constructing artworks, and sculpture, including modeling forms.</p>
<p>Historical and cultural relevance Kindergarten 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>Kindergarten students are expected to identify simple subjects expressed in artworks; share ideas in artworks about personal experiences such as family and friends; develop awareness and sensitivity to differing experiences and opinions through art; identify the uses of art in everyday life; and relate visual art concepts to other disciplines.</p>
<p>Critical evaluation and response Kindergarten 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>Kindergarten students are expected to express ideas about personal artworks or portfolios; express 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>Example:</p> <p>Mr. Cook's kindergartners are getting ready to use a finger painting center for the first time. While they are still in their morning circle, Mr. Cook introduces students to the new center. In addition to generating a list of procedures for using the center, such as putting on smocks, he introduces the Big Idea of Colors That Go Together and Designs We Like. He has them brainstorm attributes of a quality finger painting composition by asking the Key Question, "Does it look better in our drawing to have one thing in the center, or have all kinds of pictures all over the page?" "or "Does it look better to have a little object in the middle or a big object that fills the page?"</p> <p>Mr. Cook writes student responses to the Big Ideas on chart paper. After students have finished their paintings and have hung their work on the walls, Mr. Cook leads them in a discussion of how specific paintings demonstrate the criteria developed by the class. He extends the discussion by asking how various colors used in the paintings make students feel. He shows the class artists' paintings that use the same predominant colors as some of the students' paintings and asks students to compare and contrast the feelings evoked in them by the two works.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	