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Middle School 3 Art TEKS Discovery

| TEKS Strand | Expectations |
|---|--|
| <p>Foundations: observation & perception Middle School 3 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 3 students are expected to identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international; evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately; evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately; and compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately.</p> |
| <p>Creative Expression Middle School 3 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 3 students are expected to create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; the community; apply the art-making process to solve problems and generate design solutions; create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media; use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination; and create experimental artworks using installation, performance, or collaboration.</p> |
| <p>Historical and cultural relevance Middle School 3 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 3 students are expected to analyze ways in which global, contemporary, historical, and political issues have influenced art; 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; evaluate the relationships that exist among a society's art, music, theatre, and dance; and compare and contrast career and avocational opportunities in art such as various design, museum, and fine-arts fields.</p> |
| <p>Critical evaluation and response Middle School 3 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 3 students are expected to create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression; analyze original artworks and portfolios 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; investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art spaces; and understand and demonstrate proper exhibition etiquette.</p> |
| <p>Example:</p> <p>Students in Ms. Southern's class plan to make sculptures from papier-mâché with a wood base and wire armature. She introduces the Big Idea of Distorted and asks students what constitutes a monster to them. She will ask the Key Question, "What animal shape would you use to make a monster?" "Why this animal?" They begin their projects by sketching an idea first. Ms. Southern recommends that students sketch the animal and then sketch it many times more altering it into a monster. Students will collaborate to choose which animal/monster is best. They will then take that animal and sketch it from all perspectives before starting the sculpture armature and form.</p> <p>Ms. Southern will show them the work of Dan Reeder with his papier-mâché monsters.</p> <p>They continue their discussions at various stages of the project, through the painting and finishing of the sculptures.</p> | |
| <p>Differentiation Strategies for Students with Special Needs</p> | |