

Art TEKS Chart K-5 Adopted 2013

Kinder	1	2	3	4	5
<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) gather information from subjects in the environment using the senses; and	(A) identify similarities, differences, and variations among subjects in the environment using the senses; and	(A)	(A) explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art; and	(A) explore and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;	(A) develop and communicate ideas drawn from life experiences about self, peers, family, school, or community about the global community and from the imagination as sources for original works of art; and
(B) 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 human-made environments.	(B) identify the Elements of Art, including line, shape, color, texture, and form, and the Principles of Design, including emphasis, pattern/repetition, and balance, in nature and in the human-made environment.	(B) identify the Elements of Art, including line, shape, color, texture, form, and space, and the Principles of Design, including emphasis, pattern/repetition, rhythm/movement, and balance.	(B) use appropriate vocabulary when discussing the Elements of Art, including line, shape, color, texture, form, space, and value, and the Principles of Design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and	(B) use appropriate vocabulary when discussing the Elements of Art, including line, shape, color, texture, form, space, and value, and the Principles of Design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and	(B) use appropriate vocabulary when discussing the Elements of Art including line, shape, color, texture, form, line, space, and value; and the Principles of Design including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, balance, proportion, and unity; and
			(C) discuss the Elements of Art as building blocks and the Principles of Design as organizers of works of art.	(C) discuss the Elements of Art as building blocks and the Principles of Design as organizers of works of art.	(C) discuss the Elements of Art as building blocks and the Principles of Design as organizers of works of art.
<p>(2) Creative expression. The student communicates ideas through original artworks 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 artworks using a variety of lines, shapes, colors, textures, and forms;	(A) invent images that combine a variety of lines, shapes, colors, textures, and forms;	(A) express ideas and feelings in personal artworks, using a variety of lines, shapes, colors, textures, forms, and space;	(A) integrate ideas drawn from life experiences to create original works of art; and	(A) integrate ideas drawn from life experiences to create original works of art;	(A) integrate ideas drawn from life experiences to create original works of art; and
(B) arrange components intuitively to create artworks; and	(B) place components in orderly arrangements to create designs; and	(B) create compositions, using the Elements of Art and Principles of Design; and	(B) create compositions using the Elements of Art and Principles of Design; and	(B) create compositions using the Elements of Art and Principles of Design; and	(B) create compositions, using the Elements of Art and Principles of Design; and
(C) use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, constructing artworks, and sculpting, including modeled forms.	(C) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms.	(C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.	(C) produce drawings, paintings, prints, sculpture, including modeled forms, and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery, using a variety of materials.	(C) produce drawings, paintings, prints, constructions, sculpture including modeled forms, and other art forms such as ceramics, fiber art, constructions, mixed medium installation art, digital art and media, and photographic imagery using a variety of art media and materials.	(C) produce drawings, paintings, prints, constructions, sculpture including modeled forms, and other art forms such as ceramics, fiber art, digital art and media, and photographic imagery, using a variety of materials;
<p>(3) 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</p>					

expected to:

(A) identify simple subjects expressed in artworks;	(A) identify simple ideas expressed in artworks through different media;	(A) interpret stories, content, and meanings in a variety of artworks;	(A) identify simple main ideas expressed in art works from various times and places; and	(A) compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions; and	(A) compare the purpose and effectiveness in artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols; and
(B) share ideas about personal experiences such as family and friends and develop awareness and sensitivity to differing experiences and opinions through artwork;	(B) demonstrate an understanding that art is created globally by all people throughout time;	(B) examine historic and contemporary artworks created by men and women making connections to various cultures;	(B) compare and contrast art works created by historical and contemporary men and women, making connections to various cultures; and	(B) compare purpose and content in artworks from created by historical and contemporary men and women, making connections to cultures;	(B) compare the purpose and effectiveness in artworks created by historic and contemporary men and women, making connections to various cultures; and
(C) identify the uses of art in everyday life; and	(C) discuss the use of art in everyday life; and	(C) analyze how art affects everyday life and is connected to jobs in art and design; and	(C) connect art to career opportunities such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and	(C) connect art to career opportunities such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and	(C) connect art to career opportunities such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and
(D) relate visual art concepts to other disciplines.	(D) relate visual art concepts to other disciplines.	(D) relate visual art concepts to other disciplines.	(D) investigate visual art concepts' connections to other disciplines.	(D) investigate visual art concepts' connections to other disciplines.	(D) investigate visual art concepts' connections to other disciplines.
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:					
(A) express ideas about personal artworks or portfolios;	(A) explain ideas about personal artworks;	(A) support reasons for preferences in personal artworks;	(A) evaluate the Elements of Art, Principles of Design, or expressive qualities in artworks of self, peers, and historical and contemporary artists; and	(A) evaluate the Elements of Art, Principles of Design, intent, or expressive qualities in artworks of self, peers, historical and contemporary artists;	(A) evaluate the Elements of Art, Principles of Design, general intent, media and techniques, or expressive qualities in artworks of self, peers or historical and contemporary artists; and
(B) 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	(B) 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	(B) compare and contrast ideas found in collections such as real or virtual art museums, galleries, portfolios or exhibitions using original artworks created by artists or peers; and	(B) use methods such as oral response, or artist statements to identify main ideas found in collections of artworks created by self, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums; and	(B) use methods such as written or oral response or artist statements to identify emotions found in collections of artworks created by self, peers, major historical or contemporary artists in real or virtual portfolios, galleries, or art museums; and	(B) methods such as written or oral response, or artist statements to identify themes found in collections of artworks created by self, peers, major historical or contemporary artists in real or virtual portfolios, galleries, or art museums; and
(C) compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions.	(C) compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions.		(C) compile collections of personal artworks such as physical artworks, electronic images, sketchbooks, or portfolios for purposes of self assessment or exhibition.	(C) compile collections of personal artworks for purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios.	(C) compile collections of personal artworks for purposes of self-assessment or exhibition, such as physical artworks, electronic images, sketchbooks, or portfolios.