

# Learning Through Art at the MFAH Middle School

## *ART TEK Alignment*



### 1. *Red Hill and White Shell, 1938*

#### Painting Perspective

##### TEKS:

- 6.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate themes from direct observation, personal experience, and traditional events; and
  - (B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.
- 6.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) express a variety of ideas based on personal experience and direct observations
  - (C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.
- 7.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and
  - (B) compare and contrast the use of art elements and principles, using vocabulary accurately.
- 7.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) create artworks based on direct observations, personal experience, and imagination;
  - (B) incorporate design into artworks for use in everyday life; and
  - (C) produce drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways.
- 8.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and
  - (B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.
- 8.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) create artworks integrating themes found through direct observation, personal experiences, and imagination;
  - (B) apply design skills to communicate effectively ideas and thoughts in everyday life; and
  - (C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiberart, photography/film making, and electronic media-generated art, traditionally and experimentally.

### 2. *Self-Portrait, 1898*

#### Photo Shopping Self-Portraits

##### TEKS:

- 6.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate themes from direct observation, personal experience, and traditional events; and
  - (B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.
- 6.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) express a variety of ideas based on personal experience and direct observations

(C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.

**6.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) identify in artworks the influence of historical and political events

**7.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and  
(B) compare and contrast the use of art elements and principles, using vocabulary accurately.

**7.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) create artworks based on direct observations, personal experience, and imagination;  
(B) incorporate design into artworks for use in everyday life; and  
(C) produce drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways.

**7.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) analyze ways that international, historical, and political issues influence artworks

**8.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and  
(B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.

**8.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) create artworks integrating themes found through direct observation, personal experiences, and imagination;  
(B) apply design skills to communicate effectively ideas and thoughts in everyday life; and  
(C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiberart, photography/film making, and electronic media-generated art, traditionally and experimentally.

**8.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) analyze ways in which electronic media/technologies have influenced art;  
(B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes

### **3. from the series 11:02 Nagasaki / Beer Bottle After the Atomic Bomb Explosion, 1961**

#### **Photographing Abstraction**

##### **TEKS:**

**6.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

**6.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) express a variety of ideas based on personal experience and direct observations;  
(B) describe in detail a variety of practical applications for design ideas; and  
(C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.

**6.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) identify in artworks the influence of historical and political events

**7.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate ideas from direct observation, imagination, personal experience, and school and community events

- 7.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) create artworks based on direct observations, personal experience, and imagination;
  - (B) incorporate design into artworks for use in everyday life; and
  - (C) produce drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways.
- 7.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
- (A) analyze ways that international, historical, and political issues influence artworks
  - (B) analyze selected artworks to determine cultural contexts; and
- 8.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and
  - (B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.
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## 4. *Portrait of a Young Woman, 1633*

### Creating the Details

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  - (B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.
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## 5. *Sketch 160A, 1912*

### Understanding Abstract Art

#### TEKS:

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  - (B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.
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  - (C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiberart, photography/film making, and electronic media-generated art, traditionally and experimentally.

## 6. *The Japanese Footbridge, Giverny, c. 1922*

### Sketching Warm-Up

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  - (B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.
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  - (C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiberart, photography/film making, and electronic media-generated art, traditionally and experimentally.

## 7. *Abstraction, c. 1914*

### Exploring “Collage”

#### TEKS:

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  - (C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiberart, photography/film making, and electronic media-generated art, traditionally and experimentally.

## 8. Gloucester Harbor, 1938

### Collage Bell Ringer

#### TEKS:

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  - (B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.
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  - (C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiberart, photography/film making, and electronic media-generated art, traditionally and experimentally.

## 9. *Portrait of a Nobleman, c. 1500–1550*

### Decoding a Work of Art *Bell Ringer*

#### TEKS:

- 6.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate themes from direct observation, personal experience, and traditional events; and
  - (B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.
- 6.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) express a variety of ideas based on personal experience and direct observations
  - (C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.
- 6.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
- (A) identify in artworks the influence of historical and political events
- 7.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and
  - (B) compare and contrast the use of art elements and principles, using vocabulary accurately.
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  - (C) produce drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways.
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- (A) analyze ways that international, historical, and political issues influence artworks
  - (B) analyze selected artworks to determine cultural contexts
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- 8.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
- (A) analyze ways in which electronic media/technologies have influenced art;
  - (B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes

## 10. *Woman with a Large Hat, 1962*

### Prepping for a Field Trip

#### TEKS:

- 6.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate themes from direct observation, personal experience, and traditional events; and

(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

**6.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

- (A) identify in artworks the influence of historical and political events;
- (B) compare specific artworks from a variety of cultures

**7.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:

- (A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and
- (B) compare and contrast the use of art elements and principles, using vocabulary accurately.

**7.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

- (A) analyze ways that international, historical, and political issues influence artworks;
- (B) analyze selected artworks to determine cultural contexts

**7.4 Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

- (A) analyze and compare relationships, such as function and meaning, in personal artworks; and
- (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, and intent

**8.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:

- (A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and
- (B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately

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- (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.

## 11. *Tapestry, 2007*

### Prepping for a Field Trip

#### TEKS:

**6.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:

- (A) illustrate themes from direct observation, personal experience, and traditional events; and
- (B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

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## 12. *The Call for Help / (At Bay), c. 1908*

### Prepping for a Field Trip

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- (A) illustrate themes from direct observation, personal experience, and traditional events; and
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  - (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, and intent
- 8.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and
  - (B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately
- 8.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
- (A) analyze ways in which electronic media/technologies have influenced art;
  - (B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes

- 8.4 Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:
- (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.

### **13. Mrs. Joshua Montgomery Sears (Sarah Choate Sears), 1899**

#### **A Portrait Of and In Time**

##### **TEKS:**

- 6.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate themes from direct observation, personal experience, and traditional events; and
  - (B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.
- 6.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) express a variety of ideas based on personal experience and direct observations;
  - (B) describe in detail a variety of practical applications for design ideas; and
  - (C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.
- 6.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
- (A) identify in artworks the influence of historical and political events;
  - (B) compare specific artworks from a variety of cultures
- 6.4 Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:
- (A) conduct in-progress analyses and critiques of personal artworks; and
  - (B) analyze original artworks, portfolios, and exhibitions of peers to form conclusions about formal properties and historical and cultural contexts.
- 7.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and
  - (B) compare and contrast the use of art elements and principles, using vocabulary accurately.
- 7.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) create artworks based on direct observations, personal experience, and imagination;
  - (B) incorporate design into artworks for use in everyday life; and
  - (C) produce drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways.
- 7.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
- (A) analyze ways that international, historical, and political issues influence artworks;
  - (B) analyze selected artworks to determine cultural contexts
- 7.4 Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:
- (A) analyze and compare relationships, such as function and meaning, in personal artworks; and
  - (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, and intent
- 8.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and
  - (B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.

- 8.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) create artworks integrating themes found through direct observation, personal experiences, and imagination;
  - (B) apply design skills to communicate effectively ideas and thoughts in everyday life; and
  - (C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiberart, photography/film making, and electronic media-generated art, traditionally and experimentally.
- 8.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
- (A) analyze ways in which electronic media/technologies have influenced art;
  - (B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes
- 8.4 Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:
- (A) analyze with the teacher or peers personal artworks in progress, using critical attributes, and participate in individual and group critiques; and
  - (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.

## 14. Number 6, 1949

### Action Painting and the Relationship Between Art

#### TEKS:

- 6.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate themes from direct observation, personal experience, and traditional events; and
  - (B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.
- 6.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) express a variety of ideas based on personal experience and direct observations;
  - (B) describe in detail a variety of practical applications for design ideas; and
  - (C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.
- 6.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
- (A) identify in artworks the influence of historical and political events;
  - (B) compare specific artworks from a variety of cultures
- 6.4 Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:
- (A) conduct in-progress analyses and critiques of personal artworks; and
  - (B) analyze original artworks, portfolios, and exhibitions of peers to form conclusions about formal properties and historical and cultural contexts.
- 7.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and
  - (B) compare and contrast the use of art elements and principles, using vocabulary accurately.
- 7.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) create artworks based on direct observations, personal experience, and imagination;
  - (B) incorporate design into artworks for use in everyday life; and
  - (C) produce drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways.

- 7.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
- (A) analyze ways that international, historical, and political issues influence artworks;
  - (B) analyze selected artworks to determine cultural contexts
- 7.4 Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:
- (A) analyze and compare relationships, such as function and meaning, in personal artworks; and
  - (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, and intent
- 8.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and
  - (B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.
- 8.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) create artworks integrating themes found through direct observation, personal experiences, and imagination;
  - (B) apply design skills to communicate effectively ideas and thoughts in everyday life; and
  - (C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiberart, photography/film making, and electronic media-generated art, traditionally and experimentally.
- 8.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
- (A) analyze ways in which electronic media/technologies have influenced art;
  - (B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes
- 8.4 Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:
- (A) analyze with the teacher or peers personal artworks in progress, using critical attributes, and participate in individual and group critiques; and
  - (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.

## 15. *Still Life with Golden Bream, 1808–1812*

### Painting Still-Lifes

#### TEKS:

- 6.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) express a variety of ideas based on personal experience and direct observations;
  - (B) describe in detail a variety of practical applications for design ideas; and
  - (C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.
- 6.4 Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:
- (A) conduct in-progress analyses and critiques of personal artworks; and
  - (B) analyze original artworks, portfolios, and exhibitions of peers to form conclusions about formal properties and historical and cultural contexts.
- 7.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) create artworks based on direct observations, personal experience, and imagination;
  - (B) incorporate design into artworks for use in everyday life; and
  - (C) produce drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways.

- 7.4 Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:
- (A) analyze and compare relationships, such as function and meaning, in personal artworks; and
  - (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, and intent
- 8.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) create artworks integrating themes found through direct observation, personal experiences, and imagination;
  - (B) apply design skills to communicate effectively ideas and thoughts in everyday life; and
  - (C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiberart, photography/film making, and electronic media-generated art, traditionally and experimentally.
- 8.4 Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:
- (A) analyze with the teacher or peers personal artworks in progress, using critical attributes, and participate in individual and group critiques; and
  - (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.

## 16. *Ventriloquist*, 1983

### Painting Still-Lifes

#### TEKS:

- 6.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) express a variety of ideas based on personal experience and direct observations;
  - (B) describe in detail a variety of practical applications for design ideas; and
  - (C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.
- 6.4 Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:
- (A) conduct in-progress analyses and critiques of personal artworks; and
  - (B) analyze original artworks, portfolios, and exhibitions of peers to form conclusions about formal properties and historical and cultural contexts.
- 7.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) create artworks based on direct observations, personal experience, and imagination;
  - (B) incorporate design into artworks for use in everyday life; and
  - (C) produce drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways.
- 7.4 Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:
- (A) analyze and compare relationships, such as function and meaning, in personal artworks; and
  - (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, and intent
- 8.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) create artworks integrating themes found through direct observation, personal experiences, and imagination;
  - (B) apply design skills to communicate effectively ideas and thoughts in everyday life; and
  - (C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiberart, photography/film making, and electronic media-generated art, traditionally and experimentally.

**8.4 Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

- (A) analyze with the teacher or peers personal artworks in progress, using critical attributes, and participate in individual and group critiques; and
- (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.

## 17. *Kara, 1983*

### Painting Still-Lifes

#### TEKS:

**6.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

- (A) express a variety of ideas based on personal experience and direct observations;
- (B) describe in detail a variety of practical applications for design ideas; and
- (C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.

**6.4 Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

- (A) conduct in-progress analyses and critiques of personal artworks; and
- (B) analyze original artworks, portfolios, and exhibitions of peers to form conclusions about formal properties and historical and cultural contexts.

**7.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

- (A) create artworks based on direct observations, personal experience, and imagination;
- (B) incorporate design into artworks for use in everyday life; and
- (C) produce drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways.

**7.4 Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

- (A) analyze and compare relationships, such as function and meaning, in personal artworks; and
- (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, and intent

**8.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

- (A) create artworks integrating themes found through direct observation, personal experiences, and imagination;
- (B) apply design skills to communicate effectively ideas and thoughts in everyday life; and
- (C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiberart, photography/film making, and electronic media-generated art, traditionally and experimentally.

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- (A) analyze with the teacher or peers personal artworks in progress, using critical attributes, and participate in individual and group critiques; and
- (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.

## 18. *The Cradle, 1950*

### Exploring Portraits

#### TEKS:

**6.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:

- (A) illustrate themes from direct observation, personal experience, and traditional events; and

(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

**6.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

- (A) identify in artworks the influence of historical and political events;
- (B) compare specific artworks from a variety of cultures

**7.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:

- (A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and
- (B) compare and contrast the use of art elements and principles, using vocabulary accurately.

**7.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

- (A) analyze ways that international, historical, and political issues influence artworks;
- (B) analyze selected artworks to determine cultural contexts

**8.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:

- (A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and
- (B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.

**8.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

- (A) analyze ways in which electronic media/technologies have influenced art;
- (B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes.

## 19. *Portrait of a Boy, c.1758–1760*

### Exploring Portraits

#### TEKS:

**6.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:

- (A) illustrate themes from direct observation, personal experience, and traditional events; and
- (B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

**6.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

- (A) identify in artworks the influence of historical and political events;
- (B) compare specific artworks from a variety of cultures.

**7.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:

- (A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and
- (B) compare and contrast the use of art elements and principles, using vocabulary accurately.

**7.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

- (A) analyze ways that international, historical, and political issues influence artworks;
- (B) analyze selected artworks to determine cultural contexts.

**8.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:

- (A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and
- (B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.

**8.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

- (A) analyze ways in which electronic media/technologies have influenced art;
- (B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes.

## 20. *Hip Hop, 1993*

### Exploring Portraits

#### TEKS:

- 6.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate themes from direct observation, personal experience, and traditional events; and
  - (B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.
- 6.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
- (A) identify in artworks the influence of historical and political events;
  - (B) compare specific artworks from a variety of cultures
- 7.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and
  - (B) compare and contrast the use of art elements and principles, using vocabulary accurately.
- 7.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
- (A) analyze ways that international, historical, and political issues influence artworks;
  - (B) analyze selected artworks to determine cultural contexts
- 8.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and
  - (B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.
- 8.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
- (A) analyze ways in which electronic media/technologies have influenced art;
  - (B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes

## 21. *Black on White, 1961*

### Practicing Art Vocabulary

#### TEKS:

- 6.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate themes from direct observation, personal experience, and traditional events; and
  - (B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.
- 7.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and
  - (B) compare and contrast the use of art elements and principles, using vocabulary accurately.
- 7.4 Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:
- (A) analyze and compare relationships, such as function and meaning, in personal artworks; and
  - (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, and intent
- 8.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and
  - (B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.
- 8.4 Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:



- (A) analyze with the teacher or peers personal artworks in progress, using critical attributes, and participate in individual and group critiques; and
- (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.

## 22. *The Chicken*, c.1926

### Practicing Art Vocabulary

#### TEKS:

- 6.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate themes from direct observation, personal experience, and traditional events; and
  - (B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.
- 7.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and
  - (B) compare and contrast the use of art elements and principles, using vocabulary accurately.
- 7.4 Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:
- (A) analyze and compare relationships, such as function and meaning, in personal artworks; and
  - (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, and intent
- 8.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and
  - (B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.
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- (A) analyze with the teacher or peers personal artworks in progress, using critical attributes, and participate in individual and group critiques; and
  - (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.

## 23. *Hip Hop*, 1993

### Exploring Portraits Through Photography and Painting

#### TEKS:

- 6.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate themes from direct observation, personal experience, and traditional events; and
  - (B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.
- 6.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) express a variety of ideas based on personal experience and direct observations;
  - (B) describe in detail a variety of practical applications for design ideas; and
  - (C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.
- 6.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
- (A) identify in artworks the influence of historical and political events;
  - (B) compare specific artworks from a variety of cultures

- 7.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and
  - (B) compare and contrast the use of art elements and principles, using vocabulary accurately.
- 7.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) create artworks based on direct observations, personal experience, and imagination;
  - (B) incorporate design into artworks for use in everyday life; and
  - (C) produce drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways.
- 7.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
- (A) analyze ways that international, historical, and political issues influence artworks;
  - (B) analyze selected artworks to determine cultural contexts
- 8.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and
  - (B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.
- 8.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) create artworks integrating themes found through direct observation, personal experiences, and imagination;
  - (B) apply design skills to communicate effectively ideas and thoughts in everyday life; and
  - (C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiberart, photography/film making, and electronic media-generated art, traditionally and experimentally.
- 8.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
- (A) analyze ways in which electronic media/technologies have influenced art;
  - (B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes

## 24. *Portrait of a Boy, c.1758–1760*

### Exploring Portraits Through Photography and Painting

#### TEKS:

- 6.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate themes from direct observation, personal experience, and traditional events; and
  - (B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.
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- (A) express a variety of ideas based on personal experience and direct observations;
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- (A) identify in artworks the influence of historical and political events;
  - (B) compare specific artworks from a variety of cultures
- 7.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and
  - (B) compare and contrast the use of art elements and principles, using vocabulary accurately.

- 7.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) create artworks based on direct observations, personal experience, and imagination;
  - (B) incorporate design into artworks for use in everyday life; and
  - (C) produce drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways.
- 7.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
- (A) analyze ways that international, historical, and political issues influence artworks;
  - (B) analyze selected artworks to determine cultural contexts
- 8.1 Perception.** The student develops and organizes ideas from the environment. The student is expected to:
- (A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and
  - (B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.
- 8.2 Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) create artworks integrating themes found through direct observation, personal experiences, and imagination;
  - (B) apply design skills to communicate effectively ideas and thoughts in everyday life; and
  - (C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiberart, photography/film making, and electronic media-generated art, traditionally and experimentally.
- 8.3 Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
- (A) analyze ways in which electronic media/technologies have influenced art;
  - (B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes

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