

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills (TEKS)
Fine Arts, Middle School Art

Prepared by the State Board of Education (SBOE) TEKS Review Committees

Final Recommendations, September 2012

These proposed revisions reflect the recommended changes to the fine arts Texas Essential Knowledge and Skills (TEKS) for art that have been made by the SBOE-appointed TEKS review committees. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

ER—information added, changed, or deleted based on expert reviewer feedback

MV—multiple viewpoints from within the committee

VA—information added, changed, or deleted to increase vertical alignment

TABLE OF CONTENTS

Art, Middle School 1	pages 1-4
Art, Middle School 2	pages 5-8
Art, Middle School 3	pages 9-13

§117.32 Art, <u>Middle School 1 Grade 6.</u>		
	TEKS with Edits	Committee Comments
(a)	General Requirements. When Grade 6 is part of a departmentalized middle school Students in grades 6, 7, or 8 may select the following art course: Art, <u>Middle School 1.</u> When Grade 6 is part of a self-contained school, students will take the following art course: Art, Middle School 1.	To accommodate the different configurations of Grades 6, 7 or 8 throughout Texas per the SBOE’s recommendation.
(b)	Introduction.	
(1)	<u>The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, high-order thinking, communication, and collaboration skills. This makes the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration leading to creative expression. Creativity is essential and the study of the fine arts nurtures and develops the whole child.</u>	Consistent fine arts intro and specific visual arts intro.
(2)(4)	Four basic strands— <u>foundations: observation and</u> perception, creative expression performance , historical and cultural heritage <u>relevance</u> , and critical evaluation <u>and response</u> —provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. <u>Each strand is of equal value and may be presented in any order throughout the year.</u> Students rely on their <u>personal observations and perceptions of the environment, which are</u> developed through increasing visual <u>literacy awareness</u> and sensitivity to: surroundings, <u>communities</u> , memories , <u>imagination imaginings</u> , and life experiences, as a sources for <u>thinking about, planning, and</u> creating <u>original</u> artworks. <u>Students communicate</u> They express their thoughts and ideas <u>creatively, with innovation and creativity while challenging.</u> <u>Through art, students challenge</u> their imaginations, <u>fostering reflective critical</u> thinking, and developing disciplined effort and problem-solving skills. <u>collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.</u>	Performance was removed because it was N/A to visual arts. Each discipline chose to use Foundations: as a compromise to be consistent but maintain discipline integrity. A statement of the “value” given to each strand makes them all equal allowing flexibility during the year. Wording was changed to reflect college readiness and 21 st Century Skills (i.e. originality, problem-solving, visual literacy, innovation, creativity, communication, collaboration) Consistent among all grade levels for VA
(2)	Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.	
(c)	Knowledge and skills.	Professional development recommendation: publish a poster, companion website and Smartphone/iPhone APP with the new Art TEKS, including a breakout check off list that explains the SE’s in detail.

(1)	<p>Foundations: Observation and Perception. The student develops and organizes ideas from the environment expands visual literacy skills utilizing critical thought, 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. Students use what they see, know, and have experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	Word change clarifies the intent
(1)(A)	<p>identify and illustrate themes concepts from direct observation, original sources, personal experience, and communities such as family, school, cultural, local, regional, national, and international traditional events; and</p>	Ability to identify is necessary to illustrate. Concepts is a more advanced idea than themes. Changing traditional events to community provides relevancy for students and still incorporates the intent of the traditional event. Includes all types of communities and cultures. Examples of community were provided by Dr. Buford.
(1)(B)	<p>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, understand and apply the Elements of Art including line, shape, color, texture, form, space, and value as the fundamentals of art in personal artworks. Other Elements of Art may be evident as media evolve (such as text and time);</p>	Elements listed for consistency and VA. The principles were separated as a new SE, a sentence was added to allow for additional elements.
(1)(C)	<p>using art vocabulary appropriately, understand and apply the Principles of Design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks. Other Principles of Design may be evident as media evolve (such as direction, juxtaposition, and sequence); and</p>	This is a new SE separated from the one above, a sentence was added to allow for new principles.
(1)(D)	<p>discuss the expressive properties of artworks, such as appropriation, meaning, narrative, message, and symbol, using art vocabulary accurately.</p>	Research based; more contemporary in art. Expressive properties includes many interdisciplinary connections to language arts.
(2)	<p>Creative expression/performance. The student communicates expresses ideas through original artworks, using a variety of media with appropriate skills. Students express their thoughts and ideas creatively, while challenging their imaginations, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	Vertical alignment
(2)(A)	<p>create original artworks express a variety of ideas based on direct observations, original sources, personal experiences, and their community direct observations;</p>	Original was added to make intent clear. Original sources was added for vertical alignment and to ensure that students complete at least one artwork from original source. Professional development needed to explain and incorporate different types of community.
(2)(B)	<p>apply the art-making process to solve problems and generate design solutions; and describe in detail a variety of practical applications for design ideas</p>	Used new words to make intent clear and to add a focus on 21 st century skills. Students need to creatively solve problems

		using design properties. Professional development recommendation: introduction of design thinking skills.
(2)(C)	produce artworks using a variety of materials, including demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, /modeled forms, ceramics, fiberart, photographic imagery, and electronic media-generated art <u>digital art and media.</u>	Switched with 7 (2)(C) for better VA. The committee decided that some art techniques must be taught, so “including” was added. These techniques were based on a vertical alignment and development list decided with all K-12 committee members. Electronic media generated art, was changed to digital art for VA Expert reviewer Prof. Barazza: New media is included in media.
(3)	Historical/ and cultural <u>relevance heritage.</u> The student demonstrates an understanding of art history and culture as records of human achievement <u>by analyzing artistic styles, historical periods, and a variety of cultures. Students develop global awareness and respect for the traditions and contributions of diverse cultures.</u> The student is expected to:	More appropriate word. Global awareness relates to 21 st Century skill. Cross disciplined in the fine arts and vertically aligned. Professional development recommendations per the committee and expert reviewer Prof. Barraza: pluralism.
(3)(A)	identify in artworks the influence of historical and political events;	No change.
(3)(B)	<u>identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;</u>	Per expert reviewer Dr. C. Haynes: social studies interdisciplinary connections from new social studies TEKS providing horizontal integration.
(3)(C)	<u>explain the relationships that exist between societies and their art and architecture; and</u> compare specific artworks from a variety of cultures	Per expert reviewer Dr. C. Haynes: social studies interdisciplinary connections from new social studies TEKS providing horizontal integration. The committee decided to add this SE to clarify how students are expected to meet the “develop global awareness and respect for the traditions and contributions of diverse cultures”.
(3)(D)	<u>explore</u> compare career and avocational opportunities in art <u>such as various design, museum, and fine art fields.</u>	No change. Professional development recommendations per the committee and expert reviewers Prof. Barraza and Mr. Chandler to further clarify career opportunities.

(4)	Critical Evaluation and Response/Evaluation. The student <u>responds to and analyzes artworks of self and other artists, thus contributing to the development of the lifelong skills of making</u> makes informed judgments <u>and reasoned evaluations</u> about personal artworks and the artworks of others . The student is expected to:	More appropriate word. Global awareness relates to 21 st Century skill. Cross disciplined in the fine arts and vertically aligned
(4)(A)	<u>create written or oral responses to artwork using appropriate art vocabulary</u> conduct in progress analyses and critiques of personal artworks;	VA
(4)(B)	analyze original artworks, portfolios, and exhibitions of peers to form conclusions about formal properties and historical and cultural contexts <u>using a method of critique such as describe the artwork, analyze the way it is organized, interpret the artist’s intention, evaluate the success of the artwork;</u>	The committee decided that examination of art work must be taught, but also felt that a choice in which art to examine was necessary to accommodate varied instructional time in 6 th grade. Professional development recommendations per the committee and expert reviewer Prof. Barraza: actual and hypothetical intentionalism and cognitive meaning.
(4)(C)	<u>develop a portfolio;</u>	VA
(4)(D)	<u>investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries or community art; and,</u>	Students need to experience work outside the classroom and see other artists’ work besides their own. Professional development can address a variety of ways this can be accomplished with or without funding.
(4)(E)	<u>understand and demonstrate proper exhibition etiquette.</u>	Added per expert reviewer Mr. Chandler. Includes museum, gallery and artistic spaces.

DRAFT

§117.35 Art, <u>Middle School 2 Grade 7</u>		
	TEKS with Edits	Committee Comments
(a)	General requirements. Students may select the following art course: Art 7 Art, <u>Middle School 2</u> .	Committee agreed to change coarse title to Middles School 2 based on horizontal middle school alignment
(b)	Introduction.	
(1)	<u>The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, high-order thinking, communication, and collaboration skills. This makes the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration leading to creative expression. Creativity is essential and the study of the fine arts nurtures and develops the whole child.</u>	Consistent fine arts intro and specific visual arts intro
(2)(4)	Four basic strands— <u>foundations: observation and</u> perception, creative expression performance , historical and cultural <u>relevance heritage</u> , and critical evaluation <u>and response</u> —provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. <u>Each strand is of equal value and may be presented in any order throughout the year.</u> Students rely on <u>personal observations and their</u> perceptions of the environment, which are developed through increasing visual <u>literacy awareness</u> and sensitivity to: surroundings, <u>communities</u> , <u>memoryies</u> , <u>imagination imaginings</u> , and life experiences, as <u>a sources</u> for <u>thinking about, planning, and</u> creating <u>original</u> artworks. <u>Students communicate They express</u> their thoughts and ideas <u>creatively, with innovation and creativity while challenging. Through art, students challenge</u> their imaginations, <u>fostering reflective critical thinking, and developing disciplined effort and problem-solving skills</u> collaborate with others and build reflective skills. <u>While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.</u>	Performance was removed for VA. Each discipline chose to use “Foundations:” as a compromise to be consistent, maintain discipline integrity. A statement of the “value” given to each strand makes them all equal allowing flexibility during the year. Wording was changed to reflect college readiness and 21 st Century Skills (i.e. originality, problem-solving, visual literacy, innovation, creativity, communication, collaboration) VA among K-12 art
(3)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(2)	Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.	
(c)	Knowledge and skills.	Professional development recommendation: Publish poster, website, and other instructional materials including “break out” information.

(1)	<p>Foundations: Observation and Perception. The student develops and organizes ideas from the environment expands visual literacy skills—awareness and understanding of the environment—utilizing critical thought, 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. Students use what they see, know, and have experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>Strand definition was changed for cross-disciplinary alignment and strand definition was changed for language clarity and VA</p>
(1)(A)	<p><u>identify and</u> illustrate ideas from direct observation, <u>original sources</u>, imagination, personal experience, and school and community events <u>communities such as family, school, cultural, local, regional, national, and international</u>; and</p>	<p>Ability to identify is necessary to illustrate using identify and illustrate aligns with 6th grade “and school” was unnecessary “original sources” was added for VA and to ensure students produce at least one artwork from an original sources Examples of community were added per the suggestion of Dr. Buford.</p>
(1)(B)	<p>compare and contrast the use of art elements and principles, using vocabulary accurately, <u>compare and contrast the Elements of Art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks. Other Elements of Art such as text and time may be evident as media evolve</u>;</p>	<p>Elements listed for consistency and VA, The principles were separated as a new SE, a sentence was added to allow for additional elements</p>
(1)(C)	<p><u>using vocabulary accurately, compare and contrast the Principles of Design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks. Other Principles of Design such as direction, juxtaposition and sequence may be evident as media evolve; and</u></p>	<p>This is a new SE separated from the one above, a sentence was added to allow for new principles</p>
(1)(D)	<p><u>understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol, using art vocabulary accurately.</u></p>	<p>Researched based, more contemporary to include the expressive properties in addition to the elements and principles</p>
(2)	<p>Creative expression/performance. The student <u>communicates expresses</u> ideas through original artworks, using a variety of media with appropriate skills. <u>Students express their thoughts and ideas creatively, while challenging their imaginations, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.</u> The student is expected to:</p>	<p>VA</p>
(2)(A)	<p>create <u>original</u> artworks <u>that express a variety of ideas</u> based on direct observations, <u>original sources, and personal experiences, including memory, identity, and imagination, and their community</u>;</p>	<p>“Original” added to make intent clear and for VA “original sources” was added for VA and to ensure that students complete at least one art work from an original source Imagination and community was added for skill building and VA</p>

		Expert reviewer Professor Barazza suggested the addition of memory and personal identity. We felt it was developmentally appropriate to introduce at the MS 2 level.
(2)(B)	<u>apply the art-making process to solve problems and generate design solutions</u> incorporate design into artworks for use in everyday life; and	Changed to incorporate 21 st century skills and to provide clarity about the intent of the SE. Words eliminated for clarity (all design solutions are not for “use in everyday life”) Students need to be able to creatively solve a variety of problems using design solutions. Professional development suggestion: introduce concepts of “design thinking”
(2)(C)	<u>apply technical skills effectively, using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiberart, photographic imagery, and digital art and media</u> electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways; and	Switched with 6 (2) (C) for better VA and words changed for developmental appropriateness and clarity Electronic media-generated art was changed to digital art and media based on research and contemporary usage of the terms Traditional and experimental were moved to a new SE in 8 th grade
(2)(D)	<u>use an understanding of copyright and public domain, to appropriate imagery when working from sources rather than direct observation or imagination.</u>	Added for college readiness and to require an understanding the implications of copyright
(3)	Historical/ and cultural relevance heritage. The student demonstrates an understanding of art history and culture as records of human achievement. by analyzing artistic styles, historical periods, and a variety of cultures. Students develop global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	Changing the title to be more related to 21 st century skills and college readiness. Also strands were cross-discipline and vertically aligned.
(3)(A)	analyze ways that international, global, cultural, historical, and political issues influence artworks;	“global and cultural” were added to ensure relevancy for students and apply 21 st century skills
(3)(B)	analyze selected artworks to determine <u>contemporary relevance in relationship to universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation</u> cultural contexts; and	Cultural contexts changed to contemporary relevance to be consistent with new strand definition and reinforce relevance to the students lives Per. Expert reviewer Dr. C Haynes the committee decided to clarify the SE to be more specific and be consistent with the new social studies TEKS providing horizontal integration with social studies.

(3)(C)	<u>compare and contrast relationships that exist between a society's art and its music, literature, and architecture; and</u>	Per. Expert reviewer Dr. C Haynes the committee decided to add this SE to clarify how students are expected to meet the “develop global awareness and respect for the traditions and contributions of diverse cultures” portion of the stand definition. specific and be consistent with the new social studies TEKS providing horizontal integration with social studies.
(3)(D)(E)	identify career and avocational choices in <u>art such as various design, museum, and fine art fields.</u>	Such as examples were added per Professor Barazza and Mr. Chandler’s suggestions. Committee recommends professional development in this area.
(4)	Critical Evaluation and Response/Evaluation. The student <u>responds to and analyzes artworks of self and other artists, thus contributing to the development of the lifelong skills of making</u> makes informed judgments <u>and reasoned evaluations</u> about personal artworks and the artworks of others. The student is expected to:	
(4)(A)	<u>create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression</u> analyze and compare relationships, such as function and meaning, in personal artworks; and	This was switched with 6 (4) (A) for better vertical alignment and collaborative was added to allow flexibility in the types of artworks students may respond to “in progress” was eliminated to allow flexibility for students and teacher who may have instructional time limitations
(4)(B)	analyze original artworks portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts <u>using a method of critique such as describe the artwork, analyze the way it is organized, interpret the artist’s intention, evaluate the success of the artwork;</u>	Changed for VA
(4)(C)	<u>develop a portfolio that demonstrates progress;</u>	Added for VA
(4)(D)	<u>investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and</u>	Students need to experience work outside of the classroom and see other artists’ work besides their own. Professional development can address the variety of ways this can be accomplished with or without funding.
(4)(E)	<u>demonstrate an understanding of and apply proper exhibition etiquette.</u>	Added per expert reviewer Mr. Chandler. Exhibition etiquette includes, museum, gallery, and artistic spaces.

§117.38 Art, <u>Middle School 3</u> Grade 8		
	TEKS with Edits	Committee Comments
(a)	General requirements. Students may select the following art course: Art, <u>8 Middle School 3</u> .	Committee agreed based on horizontal middle school alignment.
(b)	Introduction.	
(1)	<u>The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, high-order thinking, communication, and collaboration skills. This makes the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration leading to creative expression. Creativity is essential and the study of the fine arts nurtures and develops the whole child.</u>	Consistent fine arts intro and specific visual arts intro.
(2)(+)	Four basic strands— <u>foundations: observation and perception, creative expression</u> performance , historical and cultural <u>relevance heritage</u> , and critical evaluation <u>and response</u> —provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. <u>Each strand is of equal value and may be presented in any order throughout the year.</u> Students rely on their <u>personal observations and perceptions of the environment, which are</u> developed through increasing visual awareness <u>literacy</u> and sensitivity to: surroundings, <u>communities</u> , <u>memoryies</u> , <u>imaginingsation</u> , and life experiences, as sources <u>for thinking about, planning, and creating original artworks. Students communicate</u> their thoughts and ideas <u>creatively with innovation and creativity while challenging.</u> Through art, students <u>challenge</u> their imaginations, <u>fostering reflective critical thinking, and developing disciplined effort and problem-solving skills.</u> <u>collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.</u>	Performance was removed because it was N/A to visual arts. Each discipline chose to use Foundations as a compromise to be consistent but maintain discipline integrity. A statement of the “value” given to each strand makes them all equal allowing flexibility during the year. Wording was changed to reflect college readiness and 21 st Century Skills (i.e. originality, problem-solving, visual literacy, innovation, creativity, communication, collaboration) Consistent among all grade levels for VA
(3)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(2)	Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.	
(c)	Knowledge and skills.	Professional development recommendation: publish a poster, companion website and Smartphone/iPhone APP with the new Art TEKS, including a breakout check off list that explains the SE’s in detail.

(1)	<p>Foundations: Observation and Perception. The student develops and organizes ideas from the environment expands visual literacy skills utilizing critical thought, 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. Students use what they see, know, and have experienced as sources for <u>examining, understanding, and creating original artworks.</u> The student is expected to:</p>	<p>Changed language for clarity.</p>
(1)(A)	<p><u>identify and illustrate ideas concepts</u> from direct observation, <u>original sources</u>, imagination, and personal experience, and from experiences at school and community <u>communities such as family, school, cultural, local, regional, national and international events; and</u></p>	<p>Ability to identify is necessary to illustrate. Using identify and illustrate aligns with 6th grade.</p> <p>Changing traditional events to community provides relevancy for students and still incorporates the intent of the traditional event. Includes all types of communities and cultures.</p> <p>Original sources were used for vertical alignment and to ensure that at least one artwork will be done using original source.</p> <p>“At school” was unnecessary community includes school.</p> <p>Examples of community were provided by Dr. Buford.</p> <p>Sentence was awkward.</p>
(1)(B)	<p>define a variety of concepts directly related to the art elements and principles; using vocabulary accurately, <u>evaluate the Elements of Art, including line, shape, color, texture, form, space, and value as the fundamentals of art in personal artworks. Other Elements of Art such as text and time may be evident as media evolve; and</u></p>	<p>Elements listed for consistency and VA, the principles were separated as a new SE, a sentence was added to allow for additional elements.</p> <p>Action was changed to “evaluate” because it is a higher level thinking skill than “define”.</p> <p>VA.</p>
(1)(C)	<p><u>using vocabulary accurately, evaluate the Principles of Design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks. Other Principles of Design such as direction, juxtaposition and sequence may be evident as media evolve; and</u></p>	<p>This is a new SE separated from the one above, a sentence was added to allow for new principles.</p>
(1)(D)	<p><u>compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately.</u></p>	<p>This SE was added to incorporate 21st century skills and college readiness.</p> <p>VA with 9th grade (Art I) and research based.</p>

(2)	<p>Creative expression/performance. The student expresses <u>communicates</u> ideas through original artworks using a variety of media with appropriate skills. <u>Students express their thoughts and ideas creatively, while challenging their imaginations, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.</u> The student is expected to:</p>	<p>Title change was cross-disciplinary alignment. Strand definition was vertical alignment.</p>
(2)(A)	<p>create <u>original</u> artworks integrating <u>expressing</u> themes found through direct observation, <u>original sources</u>, personal experiences, <u>including memory, identity, and</u> imagination, <u>and their community</u>;</p>	<p>Expressing was added for VA. Words added for clarity and community added for relevancy and VA. Original was added to make intent clear. Original sources was added for vertical alignment and to ensure the students complete at least one artwork from original source. Expert reviewer Prof. Barraza: Memory and self-representation are part of personal experiences. Professional development needed to explain and incorporate different types of community.</p>
(2)(B)	<p>apply <u>the art-making process to solve problems and generate design solutions</u> design skills to communicate effectively ideas and thoughts in everyday life; and</p>	<p>Word changed to incorporate 21st century skills. Students need to creatively solve problems using design properties. Professional development recommendation: introduction of design thinking skills.</p>
(2)(C)	<p><u>create artworks by selecting</u> select appropriate art materials and tools to interpret subjects or themes when producing <u>including</u> drawings, paintings, prints, sculptures/<u>modeled forms</u>, ceramics, fiberart, photography/film-making, <u>photographic imagery</u>, and electronic media-generated art <u>digital art and media</u> traditionally and experimentally.</p>	<p>“tools” was eliminated because it was unnecessary “including” was added to require teachers to teach <i>all</i> skills listed “modeled forms” and “digital art” were added/modified for VA Sentence structure was changed for clarity.</p>
(2)(D)	<p><u>use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination; and</u></p>	<p>Added for college readiness and to protect from violation of copyright.</p>
(2)(E)	<p><u>create experimental artworks using installation, performance, or collaboration.</u></p>	<p>Expert reviewer Prof. Barraza suggestion.</p>
(3)	<p>Historical and cultural heritage relevance. The student demonstrates an understanding of art history and culture as records of human achievement <u>by analyzing artistic styles, historical periods, and a variety of cultures. Students develop global awareness and respect for the traditions and contributions of diverse cultures.</u> The student is expected to:</p>	<p>Strand title cross-disciplinary alignment. Strand definition is vertically aligned.</p>

(3)(A)	analyze ways in which electronic media/technologies <u>technology such as copyright and public domain issues, global, contemporary, historical, and political issues</u> have influenced art;	Changed for VA with 7 th grade “global” was added for relevancy.
(3)(B)	<u>analyze</u> identify cultural ideas expressed in artworks relating to social, political, and environmental themes <u>such as environment/nature, conflict and power, relationships to others, and reality/fantasy;</u> and	Verb changed to analyzed because it is a higher level thinking skill. Per expert reviewer Dr. C. Haynes: interdisciplinary connections from new social studies TEKS providing horizontal integration.
(3)(C)	<u>evaluate the relationships that exist between a society’s art, music, theatre, and dance; and</u>	Per expert reviewer Dr. C. Haynes: interdisciplinary connections from new social studies TEKS providing horizontal integration. The committee decided to add this SE to clarify how students are expected to meet the “develop global awareness and respect for the traditions and contributions of diverse cultures.”
(3)(D) (E)	<u>compare and contrast</u> survey career and avocational opportunities in art <u>such as various design, museum, and fine art fields.</u>	Changed for VA. Per expert reviewer Dr. C. Haynes: interdisciplinary connections from new social studies TEKS providing horizontal integration Professional development recommendations per the committee and expert reviewers Prof. Barraza and Dr. Chandler to further clarify career opportunities.
(4)	Critical evaluation and response/evaluation. The student <u>responds to and analyzes artworks of self and other artists, thus contributing to the development of the lifelong skills of</u> makes <u>making</u> informed judgments <u>and reasoned evaluations.</u> The student is expected to:	Strand title cross-disciplinary alignment. Strand definition is vertically aligned.
(4)(A)	<u>create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;</u> analyze with the teacher or peers personal artworks in progress, using critical attributes, and participate in individual and group critiques; and	Changed for clarity, vertical alignment. Collaboration is a 21 st century skill.
(4)(B)	analyze original artworks <u>and portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings using a method of critique such as describe the artwork, analyze the way it is organized, interpret the artist’s intention, evaluate the success of the artwork;</u>	VA with Art 1 (4)(B)
(4)(C)	<u>investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries or community art; and</u>	Students need to experience work outside the classroom and see other artists’ work besides their own. Professional development can address creative ways this can be accomplished with or without funding.

(4)(D)

understand and demonstrate proper exhibition etiquette.

Added per expert reviewer Dr. Chandler.
Includes museum, gallery, and artistic spaces.

DRAFT