

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

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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

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§117.2	Art, Kindergarten	
	TEKS with Edits	Committee Comments
(a)	Introduction.	
(1)	<p><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></p>	VA
(2)(4)	<p>Four basic strands--<del>Foundations: observation and</del> perception, creative expression <del>performance</del>, historical and cultural <del>relevance heritage</del>, and critical evaluation <del>and response</del>--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 <del>of the environment, which are</del> developed through increasing visual <u>literacy</u> and <del>awareness</del> sensitivity to: surroundings, <u>communities</u>, <del>memoryies</del>, <u>imaginationings</u>, and life experiences, as sources for <u>thinking about, planning, and</u> creating <u>original</u> artworks. <u>Students communicate</u> <del>They express</del> their thoughts and ideas <del>creatively</del>, with innovation and creativity. <u>Through art, students while challenging</u> challenge their imaginations, <del>fostering reflective thinking, and developing disciplined effort and problem-solving skills</del> <u>foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.</u></p>	<ul style="list-style-type: none"> <li>- Streamline introduction to provide a simple, succinct statement.</li> <li>- Addition of observation and perception expands the strand to clarify and add specificity to the beginning set of artistic explorations.</li> <li>- Performance is removed because it relates to performing arts as opposed to visual arts, and was more relevant to the connection of all art forms in earlier versions. We believe there is a strong distinction between visual and performing arts, and that all parts of the TEKS should relate to the specific discipline addressed.</li> <li>Response is added to critical evaluation because students must be able to provide written and artistic responses that demonstrate their understanding and thinking skills, and must also be able to provide artists' statements that evaluate and justify their artistic choices in their own works.</li> <li>- Each strand is of equal value and may be presented in any order statement provides clarity for parents and lay persons who may not be aware that the tenets of visual arts have no linear order for presentation.</li> <li>- Focus on originality including expanded verbiage to focus on 21<sup>st</sup> Century skills.</li> <li>* <b>Possible professional development</b> on how to include the four Visual Arts TEKS strands in each lesson.</li> </ul>

		<p><b>*Possible professional development</b> on early childhood development in visual arts</p> <p>Possible professional development o how to assess children’s art work</p>
(3)	<p><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></p>	
(2)	<p><del>By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.</del></p>	Moved explanation to knowledge and skills
(b)	<p>Knowledge and skills.</p>	
(1)	<p><b>Foundations: observation and Perception.</b> The student develops <del>and organizes ideas from the environment.</del> <u>and 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 and Principles of Design and expressive qualities. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks.</u> The student is expected to:</p>	<p>(1) Broaden concept and clarify the strand while increasing the rigor</p> <p>Building and developing the appropriate vocabulary by through the Elements of Art and Principals of design.</p> <p><b>*Possible professional development</b> – develop lesson plans that foster critical and creative thinking</p>
(1)(A)	<p>gather <del>glean</del> information from <u>subjects in</u> the environment, using the <del>five</del> senses; and</p>	<p>Keep concepts consistent/ include subjects</p> <p>Do not want to limit senses.</p> <p>Increase intellectual curiosity and engage in inquiry.</p> <p>As this is an outline we cannot change the format and make these complete sentences - through Foundations</p>
(1)(B)	<p>identify <u>Elements of Art, including line, shape, colors, forms and-textures, and forms, and the Principles of Design, including pattern/repetition and balance</u> <del>subjects</del> in the environment.</p>	<p>Move subjects to (1b) like in the other grade levels</p> <p>Introduce Elements of Art <u>and</u> Principles of Design.</p> <p>We will not be adding more Elements and Principals to kindergarten as per review because it is not developmentally appropriate</p> <p><b>*Possible professional development</b> on how to use Elements and Principles with young children</p>

(2)	<b>Creative expression/performance.</b> The student <u>communicates expresses</u> ideas through original artworks, using a variety of media with appropriate skill. <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:	(2 )Performance does not apply to visual arts Add progressive skills to insure development and growth Increasing rigor with higher level thinking
(2)(A)	create artworks, using a variety of <u>lines, shapes, colors, textures, and forms</u> ; <del>and lines</del> ;	Include the building blocks of art – Art Elements / organizer – Elements of Design
(2)(B)	arrange <u>components forms</u> intuitively to create artworks; and	Correct terminology
(2)(C)	<u>use a variety of materials to</u> develop manipulative skills <u>while engaging in opportunities for exploration, when through</u> drawing, painting, printmaking, <del>and</del> constructing artworks, <u>and sculptures including modeled forms.</u>	Include use of a variety of materials to increase fine motor skills. Clarify the statement and to include three-dimensional component. We will not be adding instillation art as per review because it is not developmentally appropriate <b>* Possible professional development</b> on how to teach drawing, printmaking, modeling in clay and constructions to young children
(3)	<b>Historical/cultural heritage.</b> The student demonstrates an understanding of art history and culture <u>by analyzing artist styles, historical periods, and a variety of cultures. as records of human achievement</u> <u>Students develop global awareness and a respect for the traditions and contributions of diverse cultures.</u> The student is expected to:	(3) Broadening the scope to include contemporary thoughts and increase higher level thinking
(3)(A)	identify simple subjects expressed in artworks;	
(3)(B)	share ideas <u>in artworks</u> about personal <u>experiences such as family and friends and develop awareness and sensitivity to differing experiences and opinions through art;</u> <del>and the work of others, demonstrating respect for differing opinions ;and</del>	Provide opportunities for communicating personal views, consider the views of others, accept / make constructive criticisms. Higher level thinking skills. Respect is not measurable. Add friends as per review <b>* Possible professional development</b> on how to do meaningful projects form a variety of times and places both in the US and abroad-- museums are a great resource for this type of in-service
(3)(C)	<u>identify the uses of relate art to in</u> everyday life; <u>and</u>	Higher level of thinking

(3)(D)	<u>relate visual art concepts to other disciplines.</u>	Connect to other art and academic areas for college readiness and reviewers concerns * <b>Possible professional development</b> on cross curricular connections
(4)	<b>Critical Response/evaluation and response.</b> <u>By responding to and analyzing personal artworks and the works of others, students make informed judgments and reasoned evaluations</u> <del>The student makes informed judgements about personal artworks and the artworks of others.</del> The student is expected to:	(4) Increase higher level thinking skills to develop lifelong learners
(4)(A)	express ideas about personal artworks <u>or portfolios</u> ; and	Add portfolios on self-exploration/ evaluation strand
(4)(B)	express ideas <del>about original artworks;</del> <u>found in collections such as real or virtual art museums, galleries, portfolios, and or exhibitions in, using about original artworks created by artists or peers and artists;</u> and	Improve sentence structure. Allows for museum visits if feasible, as per reviews * <b>Possible professional development</b> on how to prepare kids for a museum including etiquette * <b>Possible professional development</b> on distance learning for museum trips
(4)(C )	<u>compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self evaluations or exhibitions.</u>	* <b>Possible professional development</b> on how to prepare arrange and display student artwork

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§117.5 Art, Grade 1		
	TEKS with Edits	Committee Comments
(a)	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>	
(2)(+)	Four basic strands— <u>Foundations: observation and perception, creative expression/performance, historical and cultural relevance heritage, and critical evaluation 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 perceptions of the environment, which are</u> developed through increasing visual <u>literacy awareness</u> and sensitivity to: surroundings, <u>communities, memories, imaginings imagination,</u> and life experiences, as a sources for <u>thinking about, planning, and creating original artworks. Students communicate They express</u> their thoughts and ideas <u>with innovation and creativity. Through art, students creatively, while-</u> challenge <u>ing</u> their imaginations, fostering <u>critical reflective</u> thinking, <u>collaborate with others,</u> and build reflective skills, <u>and develop disciplined effort and While exercising meaningful</u> problem-solving skills, <u>students develop the lifelong ability to make informed judgments.</u>	<ul style="list-style-type: none"> <li>-Streamline introduction to provide a simple, succinct statement.</li> <li>-Addition of observation &amp; perception expands strand to clarify and add specificity to the beginning set of artistic explorations.</li> <li>-Performance is removed because it relates to performing arts as opposed to visual arts, and was more relevant to the connection of all art forms in earlier versions. We believe there is a strong distinction between visual and performing arts, and that all parts of the TEKS should relate to the specific discipline addressed.</li> <li>-Response is added to critical evaluation because students must be able to provide written and artistic responses that demonstrate their understanding and thinking skills, and must also be able to provide artists' statements that evaluate and justify their artistic choices in own works.</li> <li>-Each strand is of equal value and may be presented in any order statement provides clarity for parents and lay persons who may not be aware that the tenets of visual arts have no linear order for presentation.</li> <li>-Focus on originality included.</li> <li>-Included expanded verbiage to focus on 21<sup>st</sup> Century skills.</li> </ul>

		<p><b>*Possible professional development</b> on how to include the four of the Visual Arts TEKS strands in each lesson.</p> <p><b>*Possible professional development</b> on</p> <p>*Possible professional development on early childhood development in visual arts.</p>
(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)	<del>By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.</del>	Move explanation to knowledge and skills
(b)	Knowledge and skills.	
(1)	<u><b>Foundation: observation and perception.</b> <del>The student develops and organizes ideas from the environment.</del> Students expand visual literacy skills, utilizing critical thought, imagination, and the senses, to observe and explore the world by learning, understanding, and applying the Elements of Art and Principles of Design. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks.</u> The student is expected to:	<p>Broaden concept and clarify the strand while increasing the rigor</p> <p>Building and developing the appropriate vocabulary through the Elements of Art and Principles of design.</p> <p><b>*Possible professional development</b> – develop lesson plans that foster critical thinking</p>
(1)(A)	identify similarities, differences, and variations among subjects <u>in the environment</u> , using the senses; and	Clarification of scope of perception
(1)(B)	identify <u>the Elements of Art, including line, shape, color, texture, and form, lines and the Principles of Design, including emphasis, pattern/ repetition, and balance,</u> in nature and in the human-made environment.	<p>Correct vocabulary consistency</p> <p>Added correct elements and principles</p> <p>We will not be adding more Elements and Principles, as per review as they are not developmentally appropriate</p> <p><b>*Possible professionally</b> on how to use Elements and Principles with young children</p>
(2)	<del><b>Creative expression/performance.</b> The student expresses ideas through original artworks, using a variety of media with appropriate skill.</del> <u>Students communicate their imaginative thoughts and ideas by challenging their creativity in producing original artworks and solving art problems using a variety of media with appropriate and progressive skills.</u> The student is expected to:	<p>Performance does not apply to visual arts</p> <p>Add progressive skills to insure development and growth</p> <p>Increasing the rigger with higher level thinking</p>
(2)(A)	invent images that combine a variety of <u>lines, shapes, colors, textures,</u> and forms; <del>and lines;</del>	Add appropriate basic element
(2)(B)	place <u>components</u> <del>forms</del> in orderly arrangement to create designs; and	Change ambiguous term

(2)(C)	increase manipulative skills <u>necessary for</u> using a variety of materials to produce drawings, paintings, prints, <del>and</del> constructions, <u>and sculptures, including modeled forms.</u>	Increased three dimensional methods We will not be adding Installation art as per review as it can fall under constructions and or sculptures <b>* Possible professional development</b> on how to teach drawing, printmaking,, modeling in clay, and constructions to young children
(3)	<b>Historical/cultural heritage.</b> The student demonstrates an understanding of art history and culture <u>by analyzing artist styles, historical periods, and a variety of cultures. <del>as records of human achievement</del> Students develop global awareness and a respect for the traditions and contributions of diverse cultures.</u> The student is expected to:	Broadening the scope to include contemporary thoughts and increase higher level thinking
(3)(A)	identify simple ideas expressed in artworks through different media;	
(3)(B)	<u>demonstrate an understanding that art is created globally by all people throughout time</u> <del>select artworks that show families and groups; and</del>	Align with concept being taught in upper grades <b>* Possible professional development</b> on how to design meaningful projects from a variety of times and places both in the US and abroad- museums are a great resource for this type of in-service
(3)(C)	<u>discuss</u> <del>identify</del> the use of art in everyday life; <u>and</u>	Higher level thinking
(3)(D)	<u>relate visual art concepts to other disciplines.</u>	Connect to other art and academic areas for college readiness and reviewers concerns <b>• Possible professional development</b> on cross curricular connections
(4)	<b>Critical evaluation and response/evaluation.</b> <del>The student makes informed judgments about personal artworks and the works of others</del> <u>Students respond to and analyze artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations.</u> The student is expected to:	Increase higher level thinking skills to develop life-long learners
(4)(A)	<u>explain</u> <del>express</del> ideas about personal artworks; and	Increase critical decision making skills
(4)(B)	identify <del>simple</del> ideas <del>about original art works- found in collections such as real or virtual art museums, galleries,</del> portfolios, <del>and</del> or exhibitions <u>in using</u> original artworks <u>created by artists or peers; <del>and</del> and others</u>	Opens opportunity for more exposure to art and creates more class discussion Rearrange sentence structure Add museum visits if feasible as per review <b>* Possible professional development</b> on preparing students for a museum visit.

		* <b>Possible professional development</b> on distance learning and virtual tours.
(4)(C )	<u>compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self evaluations or exhibitions.</u>	* <b>Possible professional development</b> on how to prepare, arrange, and display student artwork.

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§117.8	Art, Grade 2	
	TEKS with Edits	Committee Comments
(a)	Introduction.	
(1)	<p><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></p>	<p>-Introduction agreed upon by all fine arts areas to unify our position and validate the importance of fine arts.</p>
(2)(4)	<p>Four basic strands—<u>Foundations: observation and</u> perception, creative expression/<del>performance</del>, 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 <del>their</del> <u>personal observations and</u> perceptions <del>of the environment, which are</del> developed through increasing visual <u>literacy awareness</u> and sensitivity to: surroundings, <u>communities</u>, memory<del>ies</del>, <u>imaginings imagination</u>, and life experiences, as <del>a</del> <u>sources</u> for <u>thinking about, planning, and</u> creating <u>original</u> artworks. <del>They express</del> <u>Students communicate</u> their thoughts and ideas <u>creatively with innovation and creativity. Through art, students ,while challenging challenge</u> their imaginations, <u>fostering critical reflective</u> thinking, <u>collaborate with others, and build reflective skills. and developing disciplined effort and</u> <u>While exercising meaningful</u> problem-solving skills, <u>students develop the lifelong ability to make informed judgments.</u></p>	<p>-Streamline introduction to provide a simple, succinct statement.</p> <p>- Addition of observation and perception expands the strand to clarify and add specificity to the beginning set of artistic explorations.</p> <p>- Performance is removed because it does not fit visual art</p> <p>-Response is added to critical evaluation because students must be able to provide written and artistic responses that demonstrate their understanding and thinking skills, and must also be able to provide artists' statements that evaluate and justify their artistic choices in their own works.</p> <p>- Each strand is of equal value and may be presented in any order statement provides clarity for parents and lay persons who may not be aware that the tenets of visual arts have no linear order for presentation.</p> <p>-- Focus on originality included.</p> <p>included expanded verbiage to focus on 21<sup>st</sup> Century skills. current trends</p> <p><b>*Possible professional development</b> on how to include the four Visual Arts TEKS strands in each lesson.</p> <p><b>*Possible professional development</b> on assessment of children's art work</p>

(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)	<del>By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.</del>	-Move explanation to knowledge and skills
(b)	Knowledge and skills.	- Leave as is
(1)	<b>Foundations: observation and perception.</b> The student develops <del>and organizes ideas from the environment</del> and expands visual literacy skills, <u>utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the Elements of Art and Principles of Design and expressive qualities. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks.</u> The student is expected to:	-Broaden concept and clarify the strand while increasing the rigger -Building and developing the appropriate vocabulary by through the Elements of Art and Principals of design. *Possible professional development – on lesson plan development which fosters critical and creative thinking. * Possible professional development on developmentally appropriate
(1)(A)	<u>compare and contrast</u> identify variations in objects and subjects from the environment, using the senses; and	-Higher level thinking skill
(1)(B)	identify <del>art the E</del> lements of Art, <del>such as including line, shape,</del> color, texture, form, <del>line,</del> and space, and <del>art the P</del> principles of Design, <del>such as including</del> emphasis, pattern/ <del>repetition,</del> and rhythm/ <u>movement, and balance.</u>	-Correct vocabulary -Get order consistent -Include more Elements and Principles * Possible professional development on how to teach Elements and Principles to young children
(2)	<b>Creative expression/performance.</b> The student <del>communicates expresses</del> ideas through original art works, 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:	-Performance does not apply to visual arts -Add progressive skills to insure development and growth -Increasing the rigger with higher level thinking
(2)(A)	express ideas and feelings in <u>personal</u> artworks, using a variety of <u>lines, shapes,</u> colors, <u>textures,</u> forms, and <u>space lines;</u>	-Include all art elements -rearrange to keep elements in consistent order
(2)(B)	create <del>effective</del> compositions; using <del>design the E</del> lements of Art and <del>P</del> principles of Design; and	-Correct vocabulary to keep consistent -Remove vague term

(2)(C)	identify and practice skills necessary for producing drawings, paintings, prints, constructions, and <u>sculpture, including</u> modeled forms, using a variety of <del>art</del> materials.	-include more media option * <b>Possible professional development</b> on how to teach drawing, printmaking, modeling in clay, and construction to young children
(3)	<b>Historical/cultural heritage.</b> The student demonstrates an understanding of art history and culture <u>by analyzing artist styles, historical periods, and a variety of cultures</u> <del>as records of human achievement.</del> <u>Students develop global awareness and a respect for the traditions and contributions of diverse cultures.</u> The student is expected to:	<u>-Broadening the scope to include contemporary thoughts and increase higher level thinking</u>
(3)(A)	<u>interpret</u> <del>identify</del> stories, <u>content,</u> and <del>constructions</del> <u>meanings</u> in a variety of artworks;	Added content as per review Higher level thinking skill
(3)(B)	<u>examine historic and contemporary artworks created by men and women making connections to various cultures</u> <del>compare ways individuals and families are depicted in different artworks; and</del>	-Align with upper grades better prepare students for 3 <sup>rd</sup> grade requirements -Higher level thinking skills * <b>possible in-service</b> on how to do meaningful projects form a variety of times and places both in the US and abroad-- museums are a great resource for this type of in-service
(3)(C)	<u>analyze how art affects everyday life and is connected to</u> <del>identify different kinds of</del> jobs in art <u>and design; and</u>	-Align with upper grades and increase rigger for higher level thinking -Quality of life is not measurable so we did not add as per review, <u>affects life-</u> includes positive and negative impact
(3)(D)	<u>relate visual art concepts to other disciplines.</u>	Connect to other art and academic areas for college readiness and reviewers concerns
(4)	<b>Critical evaluation and response/evaluation.</b> <u>By responding to and analyzing personal artworks and the works of others, students make informed judgments and reasoned evaluations.</u> <del>The student makes informed judgments about personal artworks and the artworks of others.</del> The student is expected to:	-Increase higher level thinking skills to develop lifelong learners * <b>Possible professional development</b> on cross curricular connections
(4)(A)	<u>support</u> <del>define</del> reasons for preferences in personal artworks; <u>and</u>	-Higher level thinking skills You must analyze in order to be able to support you preference so we did not change as per review

(4)(B)	<p><u>compare and contrast</u> <del>identify</del> ideas <u>found</u> in <del>original artworks</del> <u>collections such as real or virtual art museums, galleries, portfolios or</u> <del>and</del> <u>exhibitions using original artworks created by</u> <del>peers and</del> <u>artists or peers; and</u></p>	<p>-Higher level thinking skills          -Creates more class discussion          -Opens up more options for opportunities to view art          - includes museum visits if feasible as per reviews  <b>*Possible professional development</b> on preparing students for a museum visit.  <b>*Possible professional development</b> on distance learning and virtual tours.</p>
(4)(C)	<p><u>compile collections of artwork such as physical artwork, electronic images, sketchbooks or portfolio for the purposes of self evaluations or exhibitions.</u></p>	<p><b>*Possible professional development</b> on how to prepare arrange and display student artworks</p>

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§117.11 Art, Grade 3		
	TEKS with Edits	Committee Comments
(a)	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>	
(2)(1)	<p>Four basic strands—<u>Foundations: observation and perception</u>, creative expression/<del>performance</del>, 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 perceptions of the environment which are</u> developed through increasing visual <u>literacy awareness</u> and sensitivity to: surroundings, <u>communities</u>, <u>memoryies</u>, <u>imaginings</u> <u>imagination</u>, and life experiences as <u>a sources</u> for <u>thinking about, planning, and</u> creating <u>original</u> artworks. <u>Students communicate</u> <del>They express their</del> thoughts and ideas <u>with innovation and creativity</u> <del>creatively, while challenging</del>. <u>Through art, students challenge</u> their imaginations, <u>fostering critical</u> <del>reflective</del> thinking, <u>collaborate with others, and build</u> <u>reflective skills</u>. <u>While exercising meaningful and developing disciplined effort and</u> problem-solving skills, <u>students develop the lifelong ability to make informed judgments.</u></p>	<p>- ER – Van Zandt, 8, Streamline introduction to provide a simple, succinct statement.</p> <p>-Addition of observation and perception expands the strand to clarify and add specificity to the beginning set of artistic explorations.</p> <p>-Performance is removed as this verbiage relates to performing arts as opposed to visual arts, and was more relevant to the connection of all art forms in earlier versions. We believe there is a strong distinction between visual and performing arts, and that all parts of the TEKS should relate to the specific discipline addressed.</p> <p>-CRS - Response is added to critical evaluation because students must be able to provide written and artistic responses that demonstrate their understanding and thinking skills, and must also be able to provide artists' statements that evaluate and justify their artistic choices in their own works.</p> <p>-“Each strand is of equal value and may be presented in any order” statement provides clarity for parents and lay persons who may not be aware that the tenets of visual arts have no linear order for presentation.</p> <p>-Paragraph 2, ER – Van Zandt, 8, Streamline introduction to provide a simple, succinct statement. Some verbiage changed for grammatical correctness.</p>

		<ul style="list-style-type: none"> <li>- Focus on originality included.</li> <li>- Paragraph 3 – CRS, included expanded verbiage to focus on CRS and 21<sup>st</sup> Century skills.</li> </ul>
(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>	ER Flournoy-Buford included clarifying statement
(2)	<del>By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.</del>	
(b)	Knowledge and skills.	
(1)	<b>Foundations: observation and perception.</b> The student develops <del>and organizes ideas from the environment</del> and expands visual literacy skills, utilizing critical thought, <u>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.</u> Students use what they see, know, and have experienced as <u>sources for examining, understanding, and creating artworks.</u> The student is expected to:	<ul style="list-style-type: none"> <li>– Chandler, 5, SEs should be clear and specific</li> <li>- Clarifying language that provides a richer learning experience</li> </ul> <p>We believe that the terminology “foundations: observation and perception” adds clarity to the differences between the fine arts disciplines and allows the teacher to better understand the discipline-specific content of the strand.</p> <p>Professional Development Ideas: Consider an in-service on child development</p>
(1)(A)	<u>explore ideas from life experiences about self, peers, family, school, or community and from the imagination</u> <del>identify sensory knowledge and life experiences</del> as sources for <u>original works of art</u> <del>ideas about visual symbols, self, and life events</del> ; and	<ul style="list-style-type: none"> <li>– reworded to clarify per ER, added the imagination as a source for ideas</li> <li>Symbols more appropriate for higher grade levels</li> <li>SBOE/ER-Haynes –inclusion of self, family, school, and communities as sources for life experience</li> </ul> <p>Professional Development Ideas: Exploring identity through self portraits Exploring relationships through group scenes Examining artists who work from the imagination as inspiration for artwork (Joan Miro, Frida Kahlo, Faith Ringgold)</p>
(1)(B)	<u>use appropriate vocabulary when discussing the</u> <del>identify art</del> <u>Elements of Art, including such as line, shape, color, texture, form, line, space, and value, and art the Principles of Design, including such as emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in artworks</u> ; and	Changed “such as” to “including” because the elements of art and principles of design are not negotiable; as the foundations for all future art education, each of these must be presented, learned, and internalized, with none excluded.

		Professional Development Ideas: A staff development with a focus on the Elements and Principles (meanings and examples) is recommended
(1)(C)	<u>discuss the Elements of Art as building blocks and the Principles of Design as organizers of works of art.</u>	Added because it is equally important that children learn how the elements and principles are <i>used</i> as well as what they are.
(2)	<b>Creative expression/<del>performance</del>.</b> The student <u>communicates</u> <del>expresses</del> ideas through original art works, using a variety of media with appropriate skills. <u>The student expresses 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:	3.2 - ER – Van Zandt, 5, verbiage revised to remove vagueness, which “possibly discourages adherence to standards” and Van Zandt, 8, include more rigorous verbs. - Defined appropriate skill as “progressive” indicating student skill should improve with education and practice.
(2)(A)	<u>integrate ideas drawn from life experiences to create original works of art</u> <del>create artworks based on personal observations and experiences;</del> <u>and</u>	Reworded for clarity.
(2)(B)	<u>create compositions using the Elements of Art and Principles of Design</u> <del>develop a variety of effective compositions, using design skills;</del> <u>and</u>	Revised for clarity and specificity
(2)(C)	produce drawings, paintings, prints, <del>constructions</del> <u>sculpture, including modeled forms, and other art forms such</u> as ceramics, <del>and</del> fiberart, constructions, <u>mixed media, installation art, digital art and media, and photographic imagery, using a variety of art materials</u> <del>appropriately.</del>	Included technological and modern art media as examples. Modern technology must be important aspects of art education. MV-one committee member felt that all art forms should be included instead of “such as” so that funding will be provided for a variety of materials. This grade level needs to be in line with the scope and sequences of the grade levels above it. ER: Barraza added “mixed media and installations Professional Development Ideas: Encourage exposing children to as wide a variety of media as possible.
(3)	<b>Historical/<del>and</del> cultural <u>relevance</u> <del>heritage</del>.</b> The student demonstrates an understanding of art history and culture <del>as records of human achievement</del> <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:	CRS; broadened the scope of the study of historical heritage to expand the role of the study of cultures, which was previously weakly represented, and represents valid and important visual arts career fields, and artistic applications.

(3)(A)	identify simple main ideas expressed in art <u>works from various times and places</u> ; and	Expanded verbiage to include various time periods and genres for further clarification and rigor. Professional Development Ideas: Suggest looking at genres/time periods such as: Fauvism, Expressionism, Op Art, Impressionism, Renaissance,
(3)(B)	<u>compare and contrast art works created by historical and contemporary men and women, making connections to various</u> <del>compare selected artworks from different</del> cultures; and	3.3 (B) expanded verbiage to include culture as well as history, men and women artists Suggest looking at artists such as: Folk Artists, Jose Posada, Maya Lin, Jacob Lawrence, Elizabeth Catlett, Mary Cassatt, Dale Chihuly Suggest looking at cultures such as: Native American, Aboriginal, Inuit
(3)(C)	<u>connect art to career opportunities such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers</u> ; and <del>relate art to different kinds of jobs in everyday life, connecting.</del>	CRS – expanded to include art career fields for the 21 <sup>st</sup> Century ER Flournoy-Buford included list of career opportunities ER Flournoy-Buford strengthened verb for clarification
(3)(D)	<u>investigate visual art concepts’ connections to other disciplines.</u>	3.3 (D) CRS - Added connections to other disciplines Professional Development Ideas: Suggest using the following to connect art and other disciplines Historical paintings, relationships – social studies Architecture, tessellations, symmetry, measurement – math Properties of light and media, habitats, ecosystems – science Illustration and storytelling, writing artists statements – ELAR Technology connections
(4)	<u>Critical evaluation and Response/evaluation.</u> <u>By responding to and analyzing personal artworks and the works of others, students make informed judgments and reasoned evaluations.</u> <del>The student makes informed judgments about personal artworks and the artworks of others.</del> The student is expected to:	3.4 - ER – Van Zandt, 5, verbiage revised to remove vagueness, which “possibly discourages adherence to standards” and Van Zandt, 8, include more rigorous verbs.

(4)(A)	<p><u>evaluate the Elements of Art, Principles of Design, and or expressive qualities in <del>personal</del> artworks of self, peers, and historical and contemporary artists;</u> and</p>	<p>(A) Revised for specificity, robust and more vigorous content. ER: Barraza, historic and contemporary artists includes all artists, living, outsider, self taught, etc.</p>
(4)(B)	<p><u>use methods such as oral response, or artist statements to <del>apply simple criteria to</del> identify main ideas in original artworks, portfolios found in collections of artworks created by self, and exhibitions by peers, and major <u>historical or contemporary artists in real or virtual portfolios, galleries, or art museums;</u> and</u></p>	<p>(B) specified artists from history and contemporary as studies of both are important. Added originals and reproductions, virtual portfolios, galleries, or art museums to allow for a variety of artworks to be included no matter the particular school's access to each. ER-Chandler – removed “simple criteria” as the concept is too broad and does not inform the teacher of what to do. (C) Added to meet CRS and to include the use of writing and art vocabulary, critical to future successes. ER Barraza – Added written/oral response for interpretation of artworks Professional Development Ideas: Online survey of virtual museum tours around the world and explore webcasting discussions with museum docents</p>
(4)(C)	<p><u>compile collections of personal artworks such as physical artworks, electronic images, sketchbooks, or portfolios for purposes of self assessment or exhibition.</u></p>	<p>ER Van Zandt – added portfolios as a means of assessment Professional Development Ideas: Encourage use of a variety of styles of assessment such as portfolio review, artist statements, artwork/project rubric, peer review, sticky note review in a gallery or exhibition setting using “I like, I would change, “ statements, student selection of artwork to be included in exhibition.</p>

§117.14 Art, Grade 4		
	TEKS with Edits	Committee Comments
(a)	Introduction.	
(1)	<p><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></p>	
(2)(+)	<p>Four basic strands—<u>foundations: observation and perception, creative expression/<del>performance</del>, historical and cultural <del>relevance</del> <del>heritage</del>, and critical evaluation and <del>response</del></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 <del>their</del> <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, memoryies, imaginings, imagination,</u> and life experiences as <del>a</del> <u>sources</u> for <u>thinking about, planning, and creating original</u> artworks. <u>Students communicate <del>they express their</del> thoughts and ideas with innovation and creativity. <del>creatively</del>; Through art, students challenge <del>challenging</del> their imaginations, fostering <del>critical reflective</del> thinking, <u>collaborate with others, and build reflective skills. and developing disciplined effort and</u> <u>While exercising meaningful</u> problem-solving skills, <u>students develop the lifelong ability to make informed judgments.</u></u></p>	<ul style="list-style-type: none"> <li>- ER – Van Zandt, 8, Streamline introduction to provide a simple, succinct statement.</li> <li>- Addition of observation and perception expands the strand to clarify and add specificity to the beginning set of artistic explorations.</li> <li>- Performance is removed as this verbiage relates to performing arts as opposed to visual arts, and was more relevant to the connection of all art forms in earlier versions. We believe there is a strong distinction between visual and performing arts, and that all parts of the TEKS should relate to the specific discipline addressed.</li> <li>- CRS - Response is added to critical evaluation because students must be able to provide written and artistic responses that demonstrate their understanding and thinking skills, and must also be able to provide artists' statements that evaluate and justify their artistic choices in their own works.</li> <li>- Each strand is of equal value and may be presented in any order statement provides clarity for parents and lay persons who may not be aware that the tenets of visual arts have no linear order for presentation.</li> <li>- Paragraph 2, ER – Van Zandt, 8, Streamline introduction to provide a simple, succinct statement. Some verbiage changed for grammatical correctness.</li> </ul>

		- Focus on originality included. - Paragraph 3 – CRS, included expanded verbiage to focus on CRS and 21 <sup>st</sup> Century skills.
(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)	<del>By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.</del>	
(b)	Knowledge and skills.	
(1)	<b>Foundations: observation and perception.</b> The student develops <del>and organizes ideas from the environment</del> and 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 and Principles of Design, and expressive qualities. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks. The student is expected to	ER – Chandler, 5, SEs should be clear and specific - Clarifying language to provide a richer learning experience We believe that the terminology “foundations: observation and perception” adds clarity to the differences between the fine arts disciplines and allows the teacher to better understand the discipline-specific content of the strand.
(1)(A)	explore and communicate ideas drawn from <del>about self, family, school, and community using sensory knowledge and</del> life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art; and	ER – Chandler, 5, SEs should be clear and specific - Clarifying language to provide a richer learning experience Professional Development Ideas: Exploring identity through self portraits Exploring relationships through group scenes Examining artists who work from the imagination - as inspiration for artwork (Carmen Lomas Garza)
(1)(B)	use <del>choose</del> appropriate vocabulary <del>to discuss the use of</del> when discussing the art-Elements of Art, including <del>such as</del> line, shape, color, texture, form, <del>line</del> , space, and value, and the art-Principles of Design, including <del>such as</del> emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and	CRS – including design skills in TEKs, critical for CRS/visual literacy
(1)(C)	discuss the Elements of Art as building blocks and the Principles of Design as organizers of works of art.	Added because it is equally important that children learn how the elements and principles are used as well as what they are.
(2)	<b>Creative expression/performance.</b> The student communicates <del>expresses</del> ideas through original art works, using a variety of media with appropriate skills. <u>The student expresses 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:	ER – Van Zandt, 5, verbiage revised to remove vagueness, which “possibly discourages adherence to standards” and Van Zandt, 8, include more rigorous verbs.

		<p>- Added “solving art problems”, which focuses on how visual arts catalyze social change, and how problem-solving infuses the planning phase of a project.</p> <p>- Defined appropriate skill as “progressive” indicating student skill should improve with education and practice.</p>
(2)(A)	integrate <del>a variety of</del> ideas <u>drawn from life experiences to create</u> <del>about self, life events, family, and community in</del> original <u>works of art</u> <del>artworks</del> ; and	Reworded for clarification
(2)(B)	<u>create compositions using the Elements of Art and Principles of Design</u> <del>design original artworks</del> ; and	For clarity added Elements of Art and Principles of Design
(2)(C)	<u>produce drawings, paintings, prints, constructions, sculpture including modeled forms, and other art forms such as ceramics, fiber art, constructions, mixed medium installation art, digital art and media, and photographic imagery</u> <del>invent ways to produce artworks and to explore photographic imagery</del> , using a variety of art media and materials.	<p>Included technological and modern art media as examples. Modern technology must be important aspects of art education.</p> <p>MV-one committee member felt that all art forms should be included instead of “such as” so that funding will be provided for a variety of materials. This grade level needs to be in line with the scope and sequences of the grade levels above it.</p> <p>ER: Barraza added “mixed media and installations</p>
(3)	<b>Historical/ and cultural <u>relevance heritage</u>.</b> The student demonstrates an understanding of art history and culture <del>as records of human achievement</del> <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:	CRS - broadened the scope of the study of historical heritage to expand the role of the study of cultures, which was previously weakly represented, and represents valid and important visual arts career fields, and artistic applications.
(3)(A)	compare content in artworks <del>from the past and present</del> for various purposes such as <u>the role art plays in reflecting life, expressing emotions,</u> telling stories, <del>and</del> or documenting history and traditions; and	<p>ER Haynes- included the role art plays in reflecting life</p> <p>Added more specificity in things to compare for clarification</p> <p>Professional Development Ideas: Suggest looking at genres/time periods such as: Baroque, Dada, , Harlem Renaissance, Pointillism, Realism, Surrealism, Symbolism, Pop Art, Classical, Ancient Art, Earthworks, Gothic, cubism</p>

(3)(B)	<p>compare <u>purpose and content in artworks</u> <del>from</del> <u>created by historical and contemporary men and women, making connections to the past and present for various purposes</u> <u>cultures such as telling stories, and or documenting history and traditions;</u> <del>compare and contrast selected artworks from a variety of cultural settings;</del> and</p>	<p>Added more specificity in things to compare for clarification Suggest looking at artists such as: Diego Rivera, Mark Rothko, Jackson Pollock, Grandma Moses, Kathe Kollwitz Suggest looking at cultures such as: Hispanic, African American</p>
(3)(C)	<p><u>connect art to career opportunities such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers;</u> and <del>identify the roles of art in American society.</del></p>	<p>ER Flournoy-Buford strengthened verb for clarification CRS – expanded to include art career fields for the 21<sup>st</sup> Century ER Flournoy-Buford included career opportunities</p>
(3)(D)	<p><u>investigate visual art concepts’ connections to other disciplines.</u></p>	<p>CRS - Added connections to other disciplines Professional Development Ideas: Suggest using the following to connect art and other disciplines Historical paintings, relationships – social studies; Architecture, tessellations, symmetry, measurement – math; Properties of light and media, habitats, ecosystems – science; Illustration and storytelling, writing artists statements – ELAR Technology connections</p>
(4)	<p><b>Critical evaluation and Response/evaluation.</b> <u>By responding to and analyzing personal artworks and the works of others, the student makes informed judgments and reasoned evaluations.</u> <del>The student makes informed judgments about personal artworks and the artworks of others.</del> The student is expected to:</p>	<p>ER – Van Zandt, 5, verbiage revised to remove vagueness, which “possibly discourages adherence to standards” and Van Zandt, 8, include more rigorous verbs.</p>
(4)(A)	<p><u>evaluate the Elements of Art, Principles of Design, describe intent, or expressive qualities in personal artworks of self, peers, historical and contemporary artists</u> <del>intent and form conclusions about personal artworks;</del> and</p>	<p>Revised for specificity, robust and more vigorous content.</p>
(4)(B)	<p><u>use methods such as written or oral response or artist statements to identify</u> <del>interpret ideas and moods</del> <u>emotions in original artworks found in collections of artworks created by self, portfolios, and exhibitions by peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums;</u> and</p>	<p>Changed the word moods to emotions because it is a broader term; Specified artists from history and contemporary as studies of both are important. ER-Chandler – removed “simple criteria” as</p>

		<p>the concept is too broad and does not inform the teacher of what to do.</p> <p>Added originals and reproductions, virtual portfolios, galleries, or art museums to allow for a variety of artworks to be included no matter the particular school's access to each.</p> <p>Added to meet CRS and to include the use of writing and art vocabulary, critical to future successes.</p> <p>ER Barraza – Added interpretation of artworks</p> <p>Professional Development Ideas: Online survey of virtual museum tours around the world and explore webcasting discussions with museum docents</p>
(4)(C)	<p><u>compile collections of personal artworks for purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios.</u></p>	<p>ER Van Zandt – added portfolios as a means of assessment</p> <p>Professional Development Ideas: Encourage use of a variety of styles of assessment such as portfolio review, artist statements, artwork/project rubric, peer review, sticky note review in a gallery or exhibition setting using “I like, I would change, “ statements, student selection of artwork to be included in exhibition.</p>

DRAFT

§117.17	Art, Grade 5	
	TEKS with Edits	Committee Comments
(a)	Introduction.	
(1)	<p><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></p>	
(2)(4)	<p>Four basic strands--<u>foundations: observation and</u> perception, creative expression/<del>performance</del>, historical and cultural <del>relevance</del> <u>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></p> <p>Students rely on <del>their</del> <u>personal observations and</u> perceptions <del>of the environment, which are</del> developed through increasing visual <u>literacy awareness</u> and sensitivity to: surroundings, <u>communities</u>, <u>memoryies</u>, <u>imaginings</u> <u>imagination</u>, and life experiences as <del>a</del> <u>sources</u> for <u>thinking about planning, and</u> creating <u>original</u> artworks.</p> <p><u>Students communicate they express their</u> thoughts and ideas <u>with innovation and creativity creatively,</u> <u>Through art students challenge challenging</u> their imaginations, <u>fostering critical reflective</u> thinking, <u>collaborate with others, and build reflective skills and developing disciplined effort and.</u> <u>While exercising meaningful</u> problem-solving skills, <u>students develop the lifelong ability to make informed judgments.</u></p>	<p>ER – Van Zandt, 8, Streamline introduction to provide a simple, succinct statement.</p> <ul style="list-style-type: none"> <li>- Addition of observation and perception expands the strand to clarify and add specificity to the beginning set of artistic explorations.</li> <li>- Performance is removed as this verbiage relates to performing arts as opposed to visual arts, and was more relevant to the connection of all art forms in earlier versions. We believe there is a strong distinction between visual and performing arts, and that all parts of the TEKS should relate to the specific discipline addressed.</li> <li>- CRS - Response is added to critical evaluation because students must be able to provide written and artistic responses that demonstrate their understanding and thinking skills, and must also be able to provide artists' statements that evaluate and justify their artistic choices in their own works.</li> <li>- Each strand is of equal value and may be presented in any order statement provides clarity for parents and lay persons who may not be aware that the tenets of visual arts have no linear order for presentation.</li> <li>- Paragraph 2, ER – Van Zandt, 8, Streamline introduction to provide a simple, succinct statement. Some verbiage changed for grammatical correctness.</li> </ul>

		<ul style="list-style-type: none"> <li>- Focus on originality included.</li> <li>- Paragraph 3 – CRS, included expanded verbiage to focus on CRS and 21<sup>st</sup> Century skills.</li> </ul>
(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)	<del>By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.</del>	
(b)	Knowledge and skills.	
(1)	<u>Foundations: observation and perception.</u> The student develops <del>and organizes ideas from the environment</del> and expand 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 and Principles of Design. and expressive qualities Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks. The student is expected to:	<p>Chandler, 5, SEs should be clear and specific - Clarifying language to provide a richer learning experience</p> <p>We believe that the terminology “foundations: observation and perception” adds clarity to the differences between the fine arts disciplines and allows the teacher to better understand the discipline-specific content of the strand.</p>
(1)(A)	<del>develop and</del> communicate ideas <del>about feelings, self, family, school, and community, using sensory knowledge and drawn from</del> life experiences <u>about self, peers, family, school, or community about the global community and from the imagination as sources for original works of art;</u> and	<p>reworded to clarify per ER, added the imagination as a source for ideas</p> <p>ER Haynes – addition of wording self, peers, family, school, and community</p>
(1)(B)	<del>use appropriate vocabulary when discussing the Elements of Art including line, shape, identify in artworks that</del> color, texture, form, <del>line,</del> space, and value; <del>are basic art elements</del> and <del>that</del> the Principles of Design including <del>such as</del> emphasis, <u>repetition</u> /pattern, <u>movement</u> /rhythm, <u>contrast/variety,</u> balance, proportion, and unity <del>serve as organizers;</del> and	<p>CRS – including design skills in TEKs, critical for CRS/visual literacy</p> <p>Changed “such as” to “including” because the elements of art and principles of design are not negotiable; as the foundations for all future art education, each of these must be presented, learned, and internalized, with none excluded.</p>
(1)(C)	<u>discuss the Elements of Art as building blocks and the Principles of Design as organizers of works of art.</u>	Added (C) because it is equally important that children learn how the elements and principles are <i>used</i> as well as what they are.
(2)	<b>Creative expression/performance.</b> The student <u>communicates expresses</u> ideas through original art works, using a variety of media with appropriate skills. <u>The student expresses 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:	<ul style="list-style-type: none"> <li>- ER – Van Zandt, 5, verbiage revised to remove vagueness, which “possibly discourages adherence to standards” and Van Zandt, 8, include more rigorous verbs.</li> <li>- Added “solving art problems”, which focuses on how visual arts catalyze social change, and how problem-solving infuses the planning</li> </ul>

		<p>phase of a project.</p> <p>- Defined appropriate skill as “progressive” indicating student skill should improve with education and practice.</p>
(2)(A)	<p><u>integrate ideas drawn from life experiences to create original works of art</u> <del>combine information from direct observation, experience, and imagination to express ideas about self, family, and community;</del> and</p>	Reworded for clarity
(2)(B)	<p><u>create compositions, using the Elements of Art and Principles of Design</u> <del>compare relationships between design and everyday life;</del> and</p>	For clarity added Elements of Art and Principles of Design
(2)(C)	<p><u>produce drawings, paintings, prints, constructions, sculpture including modeled forms, and other art forms such as ceramics, fiber art, digital art and media, and</u> <del>create original artworks and explore</del> photographic imagery, using a variety of <del>art materials and media</del> <u>appropriately.</u></p>	<p>Included technological and modern art media as examples. Modern technology must be important aspects of art education.</p> <p>MV-one committee member felt that all art forms should be included instead of “such as” so that funding will be provided for a variety of materials. This grade level needs to be in line with the scope and sequences of the grade levels above it.</p>
(3)	<p><b>Historical<sup>1</sup> and cultural <u>relevance heritage</u>.</b> The student demonstrates an understanding of art history and culture <del>as records of human achievement</del> <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>Included technological and modern art media as examples. Modern technology must be important aspects of art education.</p> <p>MV-one committee member felt that all art forms should be included instead of “such as” so that funding will be provided for a variety of materials. This grade level needs to be in line with the scope and sequences of the grade levels above it.</p>
(3)(A)	<p>compare <u>the purpose and effectiveness in</u> artworks from <del>several national periods, identifying similarities and differences</del> <u>various times and places, evaluating the artist’s use of media and techniques, expression of emotions, or use of symbols;</u> and</p>	<p>Expanded verbiage to include culture as well as history.</p> <p>Added more specificity in things to compare for clarification</p> <p>ER Haynes –included media and techniques as a portion of the comparison</p>
(3)(B)	<p>compare <u>the purpose and effectiveness in</u> artworks <u>created by historic and contemporary men and women, making connections to</u> <del>from several national periods, identifying similarities and differences</del> <u>various cultures,</u> <del>compare selected artworks from different cultures;</del> and</p>	<p>CRS – expanded to include art career fields for the 21<sup>st</sup> Century</p> <p>ER Flournoy-Buford strengthened verb for clarification</p> <p>Suggest looking at artists such as: Louise Nevelson, Georgia O’Keefe, Judy Chicago, Salvador Dali, Paul Cezanne, Henri</p>

		Matisse Suggest looking at cultures such as: Pacific Islander, Asian, Egyptian, Aztec, East Asian
(3)(C)	<u>connect art to career opportunities such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers</u> <del>identify the use of art skills in a variety of jobs;</del> and	ER Flournoy-Buford included career opportunities
(3)(D)	<u>investigate visual art concepts' connections to other disciplines.</u>	CRS- Added connections to other disciplines Professional Development Ideas: Suggest using the following to connect art and other disciplines Historical paintings, relationships – social studies Architecture, tessellations, symmetry, measurement – math Properties of light and media, habitats, ecosystems – science Illustration and storytelling, writing artists statements – ELAR Technology connections
(4)	<b><u>Critical evaluation and Response/evaluation.</u></b> <u>By responding to and analyzing personal artworks and the works of others, students make informed judgments and reasoned evaluations.</u> <del>The student makes informed judgments about personal artworks and the artworks of others.</del> The student is expected to:	ER-Van Zandt, 5, verbiage revised to remove vagueness, which “possibly discourages adherence to standards” and Van Zandt, 8, include more rigorous verbs.
(4)(A)	<u>evaluate the Elements of Art, Principles of Design, general intent, media and techniques, or expressive qualities in artworks of self, peers or historical and contemporary artists;</u> <del>analyze personal artworks to interpret meaning;</del> and	Revised for specificity, robust and more vigorous content. ER Barraza – added the evaluation of media and techniques as well as content of the artwork
(4)(B)	<del>apply simple criteria to</del> <u>use methods such as written or oral response, or artist statements to identify themes found in collections of artworks created</u> <del>analyze original artworks, portfolios, and exhibitions by self, by peers, and major</del> <u>historical or contemporary artists in real or virtual portfolios, galleries, or art museums;</u> and	specified artists from history and contemporary as studies of both are important. ER-Chandler – removed “simple criteria” as the concept is too broad and does not inform the teacher of what to do. Added originals and reproductions, virtual portfolios, galleries, or art museums to allow for a variety of artworks to be included no matter the particular school’s access to each. Added to meet CRS and to include the use of

		<p>writing and art vocabulary, critical to future successes.</p> <p>ER Barraza – Added interpretation of artworks</p> <p>Professional Development Ideas:</p> <p>Online survey of virtual museum tours around the world and explore webcasting discussions with museum docents</p>
(4)(C)	<p><u>compile collections of personal artworks for purposes of self-assessment or exhibition, such as physical artworks, electronic images, sketchbooks, or portfolios.</u></p>	<p>ER Van Zandt – added portfolios as a means of assessment</p> <p>Professional Development Ideas:</p> <p>Encourage use of a variety of styles of assessments such as portfolio review, artist statements, artwork/project rubric, peer review, sticky note review in a gallery or exhibition setting using “I like, I would change, “ statements, student selection of artwork to be included in exhibition.</p>

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