

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

First Draft, June 2012

These draft 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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§117.32 Art, Grade 6		
	TEKS with Edits	Committee Comments
(a)	General Requirements. When Grade 6 is part of a departmentalized middle school, students may select the following art course: Art 6.	
(b)	Introduction.	
(1)	<u>The Fine Arts, as universal languages, incorporate the study of dance, music, theatre, and the visual arts to offer unparalleled experiences and empower students to explore realities, relationships, and ideas. The Fine Arts engage and motivate all students through active learning, critical thinking, and innovative problem-solving. Our disciplines develop cognitive functioning and increase student academic achievement, higher order thinking skills, communication, and collaboration. Students develop relevant 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</u> perceptions of the environment, which are developed through increasing visual <u>literacy awareness</u> and sensitivity to: surroundings, <u>communities</u> , memoryies , <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 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.	Performance was removed because it was N/A to visual arts. 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.	
(1)	Foundations: Observation and Perception. The student develops and organizes ideas from the environment <u>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.</u> The student is expected to:	Word change clarifies the intent

(1)(A)	<u>identify and</u> illustrate themes <u>concepts</u> from direct observation, <u>original sources</u> , personal experience, and <u>the community</u> traditional events ; and	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.
(1)(B)	analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity , using art vocabulary appropriately, <u>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)</u> ;	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)	<u>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</u>	This is a new SE separated from the one above, a sentence was added to allow for new principles.
(1)(D)	<u>discuss the expressive properties (such as appropriation, meaning, narrative, message, and symbol) of artworks, using art vocabulary accurately.</u>	Research based; more contemporary in art.
(2)	Creative expression/performance. The student <u>communicates</u> expresses 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:	Vertical alignment
(2)(A)	<u>create original artworks that</u> express a variety of ideas based on <u>direct observation, original sources</u> , personal experience and <u>community</u> direct observations ;	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.
(2)(B)	<u>communicate</u> describe in detail a variety of practical applications for design ideas <u>solutions</u> ; and	Used new words to make intent clear and to add a focus on 21 st century skills.

(2)(C)	<p>produce artworks including demonstrate technical skills effectively, using a variety of art media and materials to produce designs; drawings, paintings, prints, <u>constructions, sculptures, modeled forms and additional artworks such as:</u> ceramics, fiberart, photographic imagery, <u>designs,</u> and electronic media generated art <u>digital art & media, using a variety of art materials.</u></p>	<p>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. We also felt that a choice in other skills was necessary to accommodate instructional time and budgetary limitations. Electronic media generated art, was changed to digital art for VA</p>
(3)	<p>Historical/ and cultural relevance heritage. 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>More appropriate word. Global awareness relates to 21st Century skill. Cross disciplined in the fine arts and vertically aligned.</p>
(3)(A)	<p>identify in artworks the influence of historical and political events;</p>	<p>No change.</p>
(3)(B)	<p>compare specific artworks from a variety of cultures <u>including their own;</u> and</p>	<p>Researched-based; adds relevancy for students.</p>
(3)(C)	<p>compare career and avocational opportunities in art.</p>	<p>No change.</p>
(4)	<p>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:</p>	<p>More appropriate word. Global awareness relates to 21st Century skill. Cross disciplined in the fine arts and vertically aligned</p>
(4)(A)	<p><u>create written or oral responses to artwork using appropriate art vocabulary</u> conduct in progress analyses and critiques of personal artworks; and</p>	<p>VA</p>
(4)(B)	<p>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></p>	<p>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 6th grade.</p>

§117.35 Art, Grade 7		
	TEKS with Edits	Committee Comments
(a)	General requirements. Students may select the following art course: Art 7.	
(b)	Introduction.	
(1)	<u>The Fine Arts, as universal languages, incorporate the study of dance, music, theatre, and the visual arts to offer unparalleled experiences and empower students to explore realities, relationships, and ideas. The Fine Arts engage and motivate all students through active learning, critical thinking, and innovative problem-solving. Our disciplines develop cognitive functioning and increase student academic achievement, higher order thinking skills, communication, and collaboration. Students develop relevant 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-- foundations: observation and perception, creative expression/ performance , historical and cultural relevance heritage , and critical evaluation and response --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 personal observations and their perceptions of the environment, which are developed through increasing visual literacy awareness and sensitivity to: surroundings, communities , memoryies , imagination imaginings , and life experiences, as a sources for thinking about, planning, and creating original artworks. Students communicate They express their thoughts and ideas creatively, with innovation and creativity while challenging. Through art, students challenge their imaginations, fostering reflective critical thinking, and developing disciplined effort and problem-solving skills collaborate with others and build reflective skills. While exercising meaningful problem-solving skills , students develop the lifelong ability to make informed judgments.	Performance was removed for VA. 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)
(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.	
(1)	<u>Foundations: Observation and Perception.</u> The student develops and organizes ideas from the environment <u>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.</u> The student is expected to:	Strand definition was changed for cross-disciplinary alignment and strand definition was changed for language clarity and VA

(1)(A)	<p><u>identify and</u> illustrate ideas from direct observation, <u>original sources</u>, imagination, personal experience, and school and community events; 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</p>
(1)(B)	<p>compare and contrast the use of art elements and principles, using vocabulary accurately, compare and contrast <u>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)</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, unity in personal artworks. Other principles of design may be evident as media evolve (such as direction, juxtaposition and sequence); 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 (such as appropriation, meaning, narrative, message, and symbol) of artworks, 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</u> expresses 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>	
(2)(A)	<p>create <u>original</u> artworks based on direct observations, <u>original sources</u>, personal experience, and imagination, <u>and 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>
(2)(B)	<p>incorporate <u>and communicate</u> design <u>solutions in</u> into artworks for use in everyday life;</p>	<p>Words added to incorporate 21st century skills Words eliminated for clarity (all design solutions are not for “use in everyday life”</p>

(2)(C)	<u>apply technical skills effectively, using a variety of materials to produce artworks including drawings, paintings, prints, constructions, sculptures/modeled forms, ceramics, fiberart, photographic imagery, designs, and digital art and media</u> electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways; <u>and</u>	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. <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:	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, <u>global, cultural,</u> 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</u> cultural contexts; and	Cultural contexts changed to contemporary relevance to be consistent with new strand definition and reinforce relevance to the students lives
(3)(C)	identify career and avocational choices in art.	
(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

§117.38 Art, Grade 8		
	TEKS with Edits	Committee Comments
(a)	General requirements. Students may select the following art course: Art 8.	
(b)	Introduction.	
(1)	<u>The Fine Arts, as universal languages, incorporate the study of dance, music, theatre, and the visual arts to offer unparalleled experiences and empower students to explore realities, relationships, and ideas. The Fine Arts engage and motivate all students through active learning, critical thinking, and innovative problem-solving. Our disciplines develop cognitive functioning and increase student academic achievement, higher order thinking skills, communication, and collaboration. Students develop relevant 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 their personal observations and perceptions of the environment, which are developed through increasing visual awareness literacy and sensitivity to: surroundings, <u>communities</u> , memoryies , <u>imagination imaginings</u> , and life experiences, as sources for <u>thinking about, planning, and creating original</u> artworks. <u>Students communicate</u> their thoughts and ideas creatively with innovation and creativity while challenging. Through art, students challenge their imaginations, <u>fostering reflective critical thinking, and developing disciplined effort and problem-solving skills; 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. 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)
(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.	
(1)	<u>Foundations: Observation and Perception.</u> The student <u>develops</u> and organizes ideas from the environment <u>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.</u> 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:	Changed language for clarity.
(1)(A)	<u>identify and</u> illustrate ideas from direct observation, <u>original sources</u> , imagination, and personal experience, and from experiences at school and community events; and	Ability to identify is necessary to illustrate. Using identify and illustrate aligns with 6 th grade. Original sources was used for vertical alignment and to ensure that at least one artwork will be done using original source.

		<p>“At school” was unnecessary community includes school.</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 may be evident as media evolve (such as text and time); 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”. VA with 7th grade.</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 may be evident as media evolve (such as direction, juxtaposition and sequence); 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>evaluate the expressive properties of art 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. 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 artworks integrating <u>expressing</u> themes found through direct observation, <u>original sources</u>, personal experiences, and imagination, and <u>community</u>; and</p>	<p>Expressing was added for VA. Words added for clarity and community added for relevancy and VA.</p>
(2)(B)	<p>apply design skills <u>solutions</u> to communicate effectively ideas and thoughts in everyday life; and</p>	<p>Word changed to incorporate 21st century 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, <u>constructions</u>, sculptures/<u>modeled forms</u>, ceramics, fiberart, photography/film making, <u>photographic imagery, designs</u>, and electronic media-generated-art <u>digital art and media</u>. traditionally and experimentally</p>	<p>“tools” was eliminated because it was unnecessary</p> <p>“including” was added to require teachers to teach <i>all</i> skills listed</p> <p>“constructions,” “modeled forms” and “digital art” were added/modified for VA</p> <p>“designs” was added for 21st century skills</p> <p>Sentence structure was changed for clarity.</p>

(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 protect from violation of copyright.
(2)(E)	<u>create traditional and experimental artworks</u>	Traditional and experimental were moved from (2)(C) to make the SE more clear.
(3)	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:	Strand title cross-disciplinary alignment. Strand definition is vertically aligned.
(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)	identify <u>analyze</u> cultural ideas expressed in artworks relating to social, political, and environmental themes; and	Verb changed to analyzed because it is a higher level thinking skill.
(3)(C)	survey <u>explore</u> career and avocational opportunities in art.	Changed for VA with 7 th grade.
(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)	analyze with the teacher or peers personal artworks in progress, using critical attributes, and participate in individual and group critiques; and <u>create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression; and</u>	Changed for clarity, vertical alignment. Collaboration is a 21 st century skill.
(4)(B)	analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties historical and cultural contexts, intents, and meanings <u>using a method of criticism (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)