| Subject | §126. Technology Applications | | | | |
|---|---|---|---|---|---|
| Course Title | §126.42.  Digital Art and Animation (One Credit), Beginning with School Year 2012-2013 | | | | |
| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (a) General Requirements. Students shall be awarded one credit for successful completion of this course. The prerequisite for this course is proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8. The recommended prerequisite is Art, Level I. This course is recommended for students in Grades 9-12. This course satisfies the high school fine arts graduation requirement. | | | | | |
| (b) Introduction.<br><br>(1)  The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts.<br><br>(2)  Through the study of the six strands in technology applications, students will develop college readiness skills applied to technology, including terminology, concepts, and strategies. Students will communicate information in different formats and to diverse audiences using a variety of technologies. Students will learn the efficient acquisition of information using search strategies and using technology to access, analyze, and evaluate the acquired information. Students will learn to make informed decisions about technologies and their applications. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results.<br><br>(3)  Digital Art and Animation consists of computer images and animations created with digital imaging software. Digital Art and Animation has applications in many careers, including graphic design, advertising, web design, animation, corporate communications, illustration, character development, script writing, storyboarding, directing, producing, inking, project management, editing, and the magazine, television, film, and game industries. Students in this course will produce various real-world projects and animations.<br><br>(4)  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. | | | | | |
| (c) Knowledge and Skills. | | | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (A) evaluate, edit, and create scripts for animations | (i) evaluate scripts for animations | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (A) evaluate, edit, and create scripts for animations | (ii) edit scripts for animations | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (A) evaluate, edit, and create scripts for animations | (iii) create scripts for animations | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format | (i) identify color theories, including harmony rules using a digital format | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format | (ii) identify color theories, including tints using a digital format | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format | (iii) identify color theories, including shades using a digital format | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format | (iv) identify color theories, including gradients using a digital format | | | |
| (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format | (v) identify color theories, including color mixing using a digital format | | | |
| (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format | (vi) identify color theories, including new color creation using a digital format | | | |
| (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format | (vii) identify color theories, including the visual impacts of specific color combinations using a digital format | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format | (viii) apply color theories, including harmony rules using a digital format | | | |
| (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format | (ix) apply color theories, including tints using a digital format | | | |
| (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format | (x) apply color theories, including shades using a digital format | | | |
| (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format | (xi) apply color theories, including gradients using a digital format | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format | (xii) apply color theories, including color mixing using a digital format | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format | (xiii) apply color theories, including new color creation using a digital format | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format | (xiv) apply color theories, including the visual impacts of specific color combinations using a digital format | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (C) compare, contrast, and integrate the basic sound editing principles, including mixing and manipulating wave forms, audio tracks, and effects | (i) compare the basic sound editing principles, including mixing and manipulations wave forms, audio tracks, and effects | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (C) compare, contrast, and integrate the basic sound editing principles, including mixing and manipulating wave forms, audio tracks, and effects | (ii) contrast the basic sound editing principles, including mixing and manipulating wave forms, audio tracks, and effects | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (C) compare, contrast, and integrate the basic sound editing principles, including mixing and manipulating wave forms, audio tracks, and effects | (iii) integrate the basic sound editing principles, including mixing wave forms | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (C) compare, contrast, and integrate the basic sound editing principles, including mixing and manipulating wave forms, audio tracks, and effects | (iv) integrate the basic sound editing principles, including mixing audio tracks | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (C) compare, contrast, and integrate the basic sound editing principles, including mixing and manipulating wave forms, audio tracks, and effects | (v) integrate the basic sound editing principles, including mixing effects | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (C) compare, contrast, and integrate the basic sound editing principles, including mixing and manipulating wave forms, audio tracks, and effects | (vi) integrate the basic sound editing principles, including manipulating wave forms | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (C) compare, contrast, and integrate the basic sound editing principles, including mixing and manipulating wave forms, audio tracks, and effects | (vii) integrate the basic sound editing principles including manipulating audio tracks | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (C) compare, contrast, and integrate the basic sound editing principles, including mixing and manipulating wave forms, audio tracks, and effects | (viii) integrate the basic sound editing principles, including manipulating effects | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (D) compare and contrast the rules of composition such as the rule of thirds or the golden section/rectangle with respect to harmony and balance | (i) compare the rules of composition with respect to harmony | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (D) compare and contrast the rules of composition such as the rule of thirds or the golden section/rectangle with respect to harmony and balance | (ii) compare the rules of composition with respect to balance | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (D) compare and contrast the rules of composition such as the rule of thirds or the golden section/rectangle with respect to harmony and balance | (iii) contrast the rules of composition with respect to harmony | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (D) compare and contrast the rules of composition such as the rule of thirds or the golden section/rectangle with respect to harmony and balance | (iv) contrast the rules of composition with respect to balance | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (E) evaluate the fundamental concepts of a digital art and design such as composition, perspective, angles, lighting, repetition, proximity, white space, balance, and contrast | (i)  evaluate the fundamental concepts of a digital art | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (E) evaluate the fundamental concepts of a digital art and design such as composition, perspective, angles, lighting, repetition, proximity, white space, balance, and contrast | (ii)  evaluate the fundamental concepts of a digital design | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (F) analyze digital art designs to interpret the point of interest, the prominence of the subject, and visual parallels between the structures of natural and human-made environments | (i) analyze digital art designs to interpret the point of interest | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (F) analyze digital art designs to interpret the point of interest, the prominence of the subject, and visual parallels between the structures of natural and human-made environments | (ii) analyze digital art designs to interpret the prominence of the subject | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (F) analyze digital art designs to interpret the point of interest, the prominence of the subject, and visual parallels between the structures of natural and human-made environments | (iii) analyze digital art designs to interpret visual parallels between the structures of natural and human-made environments | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (G) distinguish among typefaces while recognizing and resolving conflicts that occur through the use of typography as a design element | (i) distinguish among typefaces while recognizing conflicts that occur through the use of typography as a design element | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (G) distinguish among typefaces while recognizing and resolving conflicts that occur through the use of typography as a design element | (ii) distinguish among typefaces while resolving conflicts that occur through the use of typography as a design element | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (H) use perspective, including backgrounds, light, shades and shadows, hue and saturation, and scale, to capture a focal point and create depth | (i) use perspective, including backgrounds, to capture a focal point | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (H) use perspective, including backgrounds, light, shades and shadows, hue and saturation, and scale, to capture a focal point and create depth | (ii) use perspective, including light, to capture a focal point | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (H) use perspective, including backgrounds, light, shades and shadows, hue and saturation, and scale, to capture a focal point and create depth | (iii) use perspective, including shades and shadows, to capture a focal point | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (H) use perspective, including backgrounds, light, shades and shadows, hue and saturation, and scale, to capture a focal point and create depth | (iv) use perspective, including hue and saturation, to capture a focal point | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (H) use perspective, including backgrounds, light, shades and shadows, hue and saturation, and scale, to capture a focal point and create depth | (v) use perspective, including scale, to capture a focal point | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (H) use perspective, including backgrounds, light, shades and shadows, hue and saturation, and scale, to capture a focal point and create depth | (vi) use perspective, including backgrounds, to create depth | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (H) use perspective, including backgrounds, light, shades and shadows, hue and saturation, and scale, to capture a focal point and create depth | (vii) use perspective, including light, to create depth | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (H) use perspective, including backgrounds, light, shades and shadows, hue and saturation, and scale, to capture a focal point and create depth | (viii) use perspective, including shades and shadows, to create depth | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (H) use perspective, including backgrounds, light, shades and shadows, hue and saturation, and scale, to capture a focal point and create depth | (ix) use perspective, including hue and saturation, to create depth | | | |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (H) use perspective, including backgrounds, light, shades and shadows, hue and saturation, and scale, to capture a focal point and create depth | (x) use perspective, including scale, to create depth | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (I) use the basic principles of design such as proportion, balance, variety, emphasis, harmony, symmetry, and unity in type, color, size, line thickness, shape, and space | (i) use the basic principles of design | | | |
| (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (J) edit files using appropriate digital editing tools and established design principles such as consistency, repetition, alignment, proximity, white space, image file size, color use, font size, type, and style | (i) edit files using appropriate digital editing tools | | | |
| (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (J) edit files using appropriate digital editing tools and established design principles such as consistency, repetition, alignment, proximity, white space, image file size, color use, font size, type, and style | (ii) edit files using established design principles | | | |
| (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (K) identify pictorial qualities in a design such as shape and form, space and depth, or pattern and texture to create visual unity and desired effects in designs | (i) identify pictorial qualities in a design to create visual unity in designs | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (1)  Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to: | (K) identify pictorial qualities in a design such as shape and form, space and depth, or pattern and texture to create visual unity and desired effects in designs | (ii) identify pictorial qualities in a design to create desired effects in designs | | | |
| (2)  Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (A) use vocabulary as it relates to digital art, audio, and animation | (i) use vocabulary as it relates to digital art | | | |
| (2)  Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (A) use vocabulary as it relates to digital art, audio, and animation | (ii) use vocabulary as it relates to audio | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (A) use vocabulary as it relates to digital art, audio, and animation | (iii) use vocabulary as it relates to animation | | | |
| (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (B) demonstrate the use of technology to participate in self-directed and collaborative activities within the global community | (i) demonstrate the use of technology to participate in self-directed activities within the global community | | | |
| (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (B) demonstrate the use of technology to participate in self-directed and collaborative activities within the global community | (ii) demonstrate the use of technology to participate in collaborative activities within the global community | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (C) participate in electronic communities | | | | |
| (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (D) create technology specifications for tasks and rubrics for the evaluation of products | (i) create technology specifications for tasks for the evaluation of products | | | |
| (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (D) create technology specifications for tasks and rubrics for the evaluation of products | (ii) create rubrics for the evaluation of products | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (2)  Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (E) design and implement procedures to track trends, set timelines, and evaluate products | (i) design procedures to track trends | | | |
| (2)  Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (E) design and implement procedures to track trends, set timelines, and evaluate products | (ii) design procedures to set timelines | | | |
| (2)  Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (E) design and implement procedures to track trends, set timelines, and evaluate products | (iii) design procedures to evaluate products | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (E) design and implement procedures to track trends, set timelines, and evaluate products | (iv) implement procedures to track trends | | | |
| (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (E) design and implement procedures to track trends, set timelines, and evaluate products | (v) implement procedures to set timelines | | | |
| (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (E) design and implement procedures to track trends, set timelines, and evaluate products | (vi) implement procedures to evaulate products | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (F) collaborate with peers in delineating technological tasks | | | | |
| (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (G) publish and save information in a variety of ways, including print or digital formats | (i) publish information in a variety of ways, including print or digital formats | | | |
| (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (G) publish and save information in a variety of ways, including print or digital formats | (ii) save information in a variety of ways, including print or digital formats | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (2)  Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (H) analyze and evaluate projects for design, content delivery, purpose, and audience | (i) analyze projects for design | | | |
| (2)  Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (H) analyze and evaluate projects for design, content delivery, purpose, and audience | (ii) analyze projects for content delivery | | | |
| (2)  Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (H) analyze and evaluate projects for design, content delivery, purpose, and audience | (iii) analyze projects for purpose | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (2)  Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (H) analyze and evaluate projects for design, content delivery, purpose, and audience | (iv) analyze projects for audience | | | |
| (2)  Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (H) analyze and evaluate projects for design, content delivery, purpose, and audience | (v) evaluate projects for design | | | |
| (2)  Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (H) analyze and evaluate projects for design, content delivery, purpose, and audience | (vi) evaluate projects for content delivery | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (2)  Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (H) analyze and evaluate projects for design, content delivery, purpose, and audience | (vii) evalute projects for purpose | | | |
| (2)  Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (H) analyze and evaluate projects for design, content delivery, purpose, and audience | (viii) evaulate projects for audience | | | |
| (2)  Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (I) critique original digital artwork, portfolios, and products with peers | (i) critique original digital artwork with peers | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (2)  Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (I) critique original digital artwork, portfolios, and products with peers | (ii) critique original digital portfolios with peers | | | |
| (2)  Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to: | (I) critique original digital artwork, portfolios, and products with peers | (iii) critique original digital products with peers | | | |
| (3)  Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to: | (A) distinguish between and correctly apply process color (RGB and CYMK), spot color, and black or white | (i) distinguish between process color (RGB and CYMK), spot color, and black or white | | | |
| (3)  Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to: | (A) distinguish between and correctly apply process color (RGB and CYMK), spot color, and black or white | (ii) correctly apply process color (RGB and CYMK) | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (3)  Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to: | (A) distinguish between and correctly apply process color (RGB and CYMK), spot color, and black or white | (iii) correctly apply spot color | | | |
| (3)  Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to: | (A) distinguish between and correctly apply process color (RGB and CYMK), spot color, and black or white | (iv) correcty apply black or white | | | |
| (3)  Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to: | (B) research the history of digital art and animation | (i) research the history of digital art | | | |
| (3)  Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to: | (B) research the history of digital art and animation | (ii) research the history of animation | | | |
| (3)  Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to: | (C) research career choices in digital art and animation | (i) research career choices in digital art | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to: | (C) research career choices in digital art and animation | (ii) research career choices in animation | | | |
| (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to: | (D) use the Internet to retrieve information in an electronic format | | | | |
| (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to: | (E) demonstrate the appropriate use of digital imaging, video integration, and sound retrieved from an electronic format | (i) demonstrate the appropriate use of digital imaging from an electronic format | | | |
| (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to: | (E) demonstrate the appropriate use of digital imaging, video integration, and sound retrieved from an electronic format | (ii) demonstrate the appropriate use of video integration from an electronic format | | | |
| (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to: | (E) demonstrate the appropriate use of digital imaging, video integration, and sound retrieved from an electronic format | (iii) demonstrate the appropriate use of sound retrieved from an electronic format | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to: | (F) import sounds from a variety of sources | | | | |
| (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to: | (G) create planning designs such as rough sketches, storyboards, and brainstorming materials | (i) create planning designs | | | |
| (4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to: | (A) distinguish between and use the components of animation software programs such as cast, score, stage, and the animation manipulation interface | (i) distinguish between the components of animation software programs | | | |
| (4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to: | (A) distinguish between and use the components of animation software programs such as cast, score, stage, and the animation manipulation interface | (ii) use the components of animation software programs | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (4)  Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to: | (B) distinguish between and use different animation techniques such as path and cell animation, onion skinning, and tweening | (i) distinguish between different animation techniques | | | |
| (4)  Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to: | (B) distinguish between and use different animation techniques such as path and cell animation, onion skinning, and tweening | (ii) use different animation techniques | | | |
| (4)  Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to: | (C) create three-dimensional effects by layering images such as foreground, middle distance, and background images | (i) create three-dimensional effects by layering images | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (4)  Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to: | (D) apply a variety of color schemes such as monochromatic, analogous, complementary, primary/secondary triads, cool/warm colors, and split complements to digital designs | (i) apply a variety of color schemes to digital designs | | | |
| (4)  Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to: | (E) use the basic concepts of color and design theory such as working in a bitmapped and vector mode to create backgrounds, characters, and other cast members as needed for the animation | (i) use the basic concepts of color theory | | | |
| (4)  Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to: | (E) use the basic concepts of color and design theory such as working in a bitmapped and vector mode to create backgrounds, characters, and other cast members as needed for the animation | (ii) use the basic concepts of design theory | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (4)  Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to: | (F) use the appropriate scripting language or program code to create an animation | | | | |
| (4)  Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to: | (G) use a variety of lighting techniques such as shadows and shading to create effects | (i) use a variety of lighting techniques to create effects | | | |
| (4)  Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to: | (H) define the design attributes and requirements of products created for a variety of purposes such as posters, billboards, logos, corporate identity, advertisements, book jackets, brochures, and magazines | (i) define the design attributes of products created for a variety of purposes | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (4)  Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to: | (H) define the design attributes and requirements of products created for a variety of purposes such as posters, billboards, logos, corporate identity, advertisements, book jackets, brochures, and magazines | (ii) define the design requirements of products created for a variety of purposes | | | |
| (5)  Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to: | (A) discuss copyright laws/issues and use of digital information such as attributing ideas and citing sources using established methods | (i) discuss copyright laws/issues | | | |
| (5)  Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to: | (A) discuss copyright laws/issues and use of digital information such as attributing ideas and citing sources using established methods | (ii) discuss use of digital information | | | |
| (5)  Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to: | (B) define plagiarism and model respect of intellectual property | (i) define plagiarism | | | |

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| **TEKS (Knowledge and** | **Student Expectation** | **Breakout** | **Element** | **Subelement** | **Teacher/Student** |
| (5)  Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to: | (B) define plagiarism and model respect of intellectual property | (ii) model respect of intellectual property | | | |
| (5)  Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to: | (C) demonstrate proper digital etiquette and knowledge of acceptable use policies when using technology | (i) demonstrate proper digital etiquette when using technology | | | |
| (5)  Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to: | (C) demonstrate proper digital etiquette and knowledge of acceptable use policies when using technology | (ii) demonstrate knowledge of acceptable use policies when using technology | | | |
| (5)  Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to: | (D) evaluate the validity and reliability of sources | (i) evaluate the validity of sources | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (5)  Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to: | (D) evaluate the validity and reliability of sources | (ii) evaluate the reliability of sources | | | |
| (6)  Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to: | (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components | (i) demonstrate knowledge of operating systems | | | |
| (6)  Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to: | (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components | (ii) demonstrate knowledge of software applications | | | |
| (6)  Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to: | (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components | (iii) demonstrate knowledge of communication components | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to: | (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components | (iv) demonstrate knowledge of networking components | | | |
| (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to: | (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components | (v) demonstrate appropriate use of operating systems | | | |
| (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to: | (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components | (vi) demonstrate appropriate use of software applications | | | |
| (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to: | (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components | (vii) demonstrate appropriate use of communication components | | | |

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| Course Title | §126.42.  Digital Art and Animation (One Credit), Beginning with School Year 2012-2013 | | | | |
| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (6)  Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to: | (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components | (viii) demonstrate appropriate use of networking components | | | |
| (6)  Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to: | (B) make decisions regarding the selection and use of software and Internet resources | (i) make decisions regarding the selection of software | | | |
| (6)  Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to: | (B) make decisions regarding the selection and use of software and Internet resources | (ii) make decisions regarding the use of software | | | |
| (6)  Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to: | (B) make decisions regarding the selection and use of software and Internet resources | (iii) make decisions regarding the selection of Internet resources | | | |

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| Course Title | §126.42. Digital Art and Animation (One Credit), Beginning with School Year 2012-2013 | | | | |
| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to: | (B) make decisions regarding the selection and use of software and Internet resources | (iv) make decisions regarding the use of Internet resources | | | |
| (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to: | (C) make necessary adjustments regarding compatibility issues with digital file formats, importing and exporting data, and cross-platform compatibility | (i) make necessary adjustments regarding compatibility issues with digital file formats | | | |
| (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to: | (C) make necessary adjustments regarding compatibility issues with digital file formats, importing and exporting data, and cross-platform compatibility | (ii) make necessary adjustments regarding compatibility issues with importing data | | | |
| (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to: | (C) make necessary adjustments regarding compatibility issues with digital file formats, importing and exporting data, and cross-platform compatibility | (iii) make necessary adjustments regarding compatibility issues with exporting data | | | |

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| TEKS (Knowledge and | Student Expectation | Breakout | Element | Subelement | Teacher/Student |
| (6)  Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to: | (C) make necessary adjustments regarding compatibility issues with digital file formats, importing and exporting data, and cross-platform compatibility | (iv) make necessary adjustments regarding compatibility issues with cross-platform compatibility | | | |
| (6)  Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to: | (D) read, use, and develop technical documentation | (i) read technical documentation | | | |
| (6)  Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to: | (D) read, use, and develop technical documentation | (ii) use technical documentation | | | |
| (6)  Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to: | (D) read, use, and develop technical documentation | (iii) develop technical documentation | | | |