

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills (TEKS)
Fine Arts, Elementary 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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§117.2	Art, Kindergarten	
	TEKS with Edits	Committee Comments
(a)	Introduction.	
(1)	<p><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></p>	VA
(2)	<p>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 and awareness</u> sensitivity to: surroundings, <u>communities, memories, imaginations,</u> and life experiences, as sources for <u>thinking about, planning, and creating original artworks. Students communicate. They express</u> their thoughts and ideas <u>creatively,</u> with innovation and creativity. <u>Through art, students while challenging</u> challenge their imaginations, <u>fostering reflective thinking, and developing disciplined effort and problem-solving skills</u> <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"> - Streamline introduction to provide a simple, succinct statement. - Addition of observation and perception expands the strand to clarify and add specificity to the beginning set of artistic explorations. - 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. 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. - 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. - Focus on originality including expanded verbiage to focus on 21st Century skills.

(2)	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.	Moved explanation to knowledge and skills
(b)	Knowledge and skills.	
(1)	Foundations: observation and Perception. The student develops and organizes ideas from the environment 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:	(1) Broaden concept and clarify the strand while increasing the rigor Building and developing the appropriate vocabulary by through the Elements of Art and Principals of design.
(1)(A)	gather information from <u>subjects in</u> the environment, using the five senses; and	Keep concepts consistent/ include subjects Do not want to limit senses. Increase intellectual curiosity and engage in inquiry.
(1)(B)	identify <u>Elements of Art: line, shape, colors, texture and form</u> and textures; and the Principles of Design: <u>pattern/repetition and balance</u> subjects in the environment.	Move subjects to (1b) like in the other grade levels Introduce Elements of Art <u>and</u> Principles of Design.
(2)	Creative expression/performance. The student <u>communicates expresses</u> ideas through original artworks, using a variety of media with appropriate skill. <u>Student 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 the rigor with higher level thinking
(2)(A)	create artworks, using a variety of <u>lines, shapes, colors, textures, forms,</u> and lines; and;	Include the building blocks of art – Art Elements / organizer – Elements of Design
(2)(B)	arrange <u>components</u> forms intuitively to create artworks; and	Correct terminology
(2)(C)	<u>While engaging in opportunities for exploration, use a variety of materials to develop manipulative skills</u> when through drawing, painting, printmaking, and constructing artworks, <u>and sculptures including modeled forms using a variety of materials.</u>	Include use of a variety of materials to increase fine motor skills. Clarify the statement and to include three-dimensional component.

(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:	(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 develop awareness and sensitivity to differing experiences and opinions through art</u> artworks and the work of others, demonstrating respect for differing opinions ; and	Provide opportunities for communicating personal views, consider the views of others, accept / make constructive criticisms. Higher level thinking skills. Respect is not measurable.
(3)(C)	<u>identify the uses of</u> relate art to <u>in</u> everyday life.	Higher level of thinking
(4)	Critical Response/evaluation and response. <u>By responding to and analyzing personal artworks and the works of others, students make informed judgments and reasoned evaluations</u> The student makes informed judgements about personal artworks and the artworks of others. 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 about original artworks <u>by peers and artists,</u> portfolios, and exhibitions by peers and artists.	Improve sentence structure. Move portfolio to self-exploration.

§117.5	Art, Grade 1	
	TEKS with Edits	Committee Comments
(a)	Introduction.	
(1)	<p><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></p>	
(2)(+)	<p>Four basic strands--<u>Foundations: observation and perception, creative expression</u>performance, historical and cultural <u>relevance heritage</u>, and critical evaluation <u>and response</u>--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. <u>Each strand is of equal value and may be presented in any order throughout the year.</u> Students rely on <u>personal observations and their</u> perceptions of the environment, <u>which are</u> developed through increasing visual <u>literacy awareness</u> and sensitivity to: surroundings, <u>communities</u>, <u>memoryies</u>, <u>imaginings imagination</u>, and life experiences, as <u>a</u> sources for <u>thinking about, planning, and</u> creating <u>original</u> artworks. <u>Students communicate</u> They express their thoughts and ideas <u>with innovation and creativity. Through art, students creatively, while</u> challenge<u>ing</u> their imaginations, <u>fostering critical reflective</u> thinking, <u>collaborate with others</u> and build reflective skills. and develop disciplined effort and <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 & perception expands strand to clarify and add specificity to the beginning set of artistic explorations.</p> <p>-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.</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 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 21st Century skills.</p>

(2)	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.	Move explanation to knowledge and skills
(b)	Knowledge and skills.	
(1)	Foundation: observation and perception. The student develops and organizes ideas from the environment. Students expands 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. The student is expected to	Broaden concept and clarify the strand while increasing the rigor Building and developing the appropriate vocabulary through the Elements of Art and Principles of design.
(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>Elements of Art including: line, shape, color, texture, form, line,</u> and <u>the Principles of Design including: emphasis, pattern/ repetition and balance</u> in nature and in the human-made environment.	Correct vocabulary consistency Added correct elements and principles
(2)	Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill Students communicate their imaginative thoughts and ideas by <u>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:	Performance does not apply to visual arts Add progressive skills to insure development and growth Increasing the rigger with higher level thinking
(2)(A)	invent images that combine a variety of <u>lines, shapes colors,</u> forms, <u>textures and lines;</u>	Add appropriate basic element
(2)(B)	place <u>components forms</u> in orderly arrangement to create designs; and	Change ambiguous term
(2)(C)	increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions <u>and sculptures including modeled forms.</u>	Increased three dimensional methods
(3)	Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement Students develop an understanding for diverse customs, traditions and contributions by <u>analyzing artistic styles, art and cultural history, and contemporary visual culture.</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> select artworks that show families and groups; and	Align with concept being taught in upper grades
(3)(C)	<u>discuss identify</u> the use of art in everyday life.	Higher level thinking

(4)	Critical evaluation and Response/evaluation. The student makes informed judgments about personal artworks and the works of others <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> express ideas about personal artworks; and	Increase critical decision making skills
(4)(B)	identify simple ideas <u>in personal</u> about original artworks, <u>the artwork of peers, and the artwork of artists portfolios, and exhibitions by peers and others.</u>	Opens opportunity for more exposure to art and creates more class discussion

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§117.8 Art, Grade 2		
	TEKS with Edits	Committee Comments
(a)	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>	-Introduction agreed upon by all fine arts areas to unify our position and validate the importance of fine arts.
(2)(4)	Four basic strands-- <u>Foundations: observation and perception, creative expression</u> performance , historical and cultural <u>relevance heritage</u> , and critical evaluation <u>and response</u> --provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. <u>Each strand is of equal value and may be presented in any order throughout the year.</u> Students rely on <u>their personal observations and perceptions of the environment, which are developed through increasing visual literacy awareness and sensitivity to: surroundings, communities, memoryies, imaginings imagination, and life experiences, as a sources for thinking about, planning, and creating original artworks. They express</u> <u>Students communicate</u> their thoughts and ideas <u>creatively with innovation and creativity. Through art, students</u> while challenging challenge <u>challenge</u> their imaginations, <u>fostering critical reflective thinking, collaborate with others and build reflective skills, and developing disciplined effort and</u> <u>While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.</u>	-Streamline introduction to provide a simple, succinct statement. - Addition of observation and perception expands the strand to clarify and add specificity to the beginning set of artistic explorations. - Performance is removed because it does not fit visual art -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. - 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. -- Focus on originality included. included expanded verbiage to focus on 21 st Century skills. current trends
(2)	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.	-Move explanation to knowledge and skills

(b)	Knowledge and skills.	- Leave as is
(1)	Foundations: observation and perception. The student develops and organizes ideas from the environment 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 <u>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.
(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 art <u>Eelements of Art such as including line, shape, color, texture, form , line, and space and art the Pprinciples of Design such as including emphasis, pattern/repetition, and rhythm/movement and balance.</u>	-Correct vocabulary -Get order consistent -Include more Elements and Principles
(2)	Creative expression/performance. 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:	-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 artworks, using a variety of <u>lines, shapes, colors, textures, forms, and space lines;</u>	-Include all art elements -rearrange to keep elements in consistent order
(2)(B)	create effective compositions, using design the Eelements of Art and Pprinciples 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 art materials.	-include more media option
(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:	-Broadening the scope to include contemporary thoughts and increase higher level thinking
(3)(A)	<u>interpret</u> identify stories and constructions <u>meanings</u> in a variety of artworks; and	
(3)(B)	<u>examine artworks from different times and places making connections to various cultures</u> compare ways individuals and families are depicted in different artworks; and	-Align with upper grades better prepare students for 3 rd grade requirements -Higher level thinking skills

(3)(C)	<u>analyze how art effects everyday life and is connected to</u> identify different kinds of jobs in art <u>and design.</u>	-Align with upper grades and increase rigger for higher level thinking
(4)	Critical evaluation and Response/evaluation. <u>By responding to and analyzing personal artworks and the works of others, students make informed judgments and reasoned evaluations.</u> The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:	-Increase higher level thinking skills to develop life long learners
(4)(A)	<u>support</u> define reasons for preferences in personal artworks; and	-Higher level thinking skills
(4)(B)	<u>compare and contrast</u> identify ideas in original artworks; or portfolios, and exhibitions <u>through the examination of</u> by peers <u>or</u> and artists <u>in person or electronically.</u>	-Higher level thinking skills -Creates more class discussion -Opens up more options for opportunities to view art

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§117.11 Art, Grade 3		
	TEKS with Edits	Committee Comments
(a)	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>	
(2)(4)	<p>Four basic strand--<u>Foundations: observation and perception</u>, 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></p> <p>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 <u>a 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, while challenging. Through art students challenge</u> their imaginations, <u>fostering critical reflective</u> thinking, <u>collaborate with others, and build reflective skills. 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> <p>- Focus on originality included.</p> <p>- Paragraph 3 – CRS, included expanded verbiage to focus on CRS and 21st Century skills.</p>
(b)	Knowledge and skills.	
(1)	<p>Foundations: Observation and Perception. The student develops and organizes ideas from <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 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>	– Chandler, 5, SEs should be clear and specific - Clarifying language that provides a richer learning experience
(1)(A)	<p><u>explore ideas drawn from life experiences, about self and others, and from the imagination</u> identify sensory knowledge and life experiences as sources for <u>original works of art</u> ideas about visual symbols, self, and life events;</p>	– reworded to clarify per ER, added the imagination as a source for ideas Symbols more appropriate for higher grade levels
(1)(B)	<p><u>use appropriate vocabulary to determine the use of design skills, which are the</u> identify-art <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</u> in artworks;</p>	<p>- CRS Added – including design skills in TEKs, critical for CRS/visual literacy & ER</p> <p>– Van Zandt, 8, consider adding graphic design and technology-based courses (course elements)</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)	<p><u>discuss the Elements of Art as building blocks and the Principles of Design as organizers of works of art.</u></p>	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)	<p>Creative Expression/Performance. The student expresses <u>communicates their imaginative thoughts and ideas by challenging their creativity in producing through</u> original artworks, and solving art problems using a variety of media with appropriate <u>and progressive</u> skills. The student is expected to:</p>	<p>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.</p> <p>- Defined appropriate skill as “progressive” indicating student skill should improve with education and practice.</p>

(2)(A)	<u>integrate ideas drawn from life experiences to create original works of art</u> create artworks based on personal observations and experiences;	Reworded for clarity.
(2)(B)	<u>create compositions, using the Elements of Art and Principles of Design</u> develop a variety of effective compositions, using design skills; and	Revised for clarity and specificity
(2)(C)	produce drawings, paintings, prints, constructions, <u>sculpture including modeled forms, and other art forms such as ceramics, and fiber art, digital art and media, and photographic imagery, using a variety of art materials appropriately.</u>	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.
(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:	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 <u>meaning and</u> content in artworks from the past and present for various <u>times and cultures to determine</u> purposes such as <u>expressing emotions,</u> telling stories, and documenting history and traditions;	3.3 (A) Again, expanded verbiage to include culture as well as history
(3)(B)	<u>connect art to careers such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers;</u> compare selected artworks from different cultures and	3.3 (B) CRS – expanded to include art career fields for the 21 st Century
(3)(C)	<u>make interdisciplinary connections associating art concepts to other disciplines</u> relate art to different kinds of jobs in everyday life, connecting.	3.3 (C) CRS - Added interdisciplinary connections
(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 lifelong skills of making</u> makes informed judgments about personal artworks and the artworks of others <u>and reasoned evaluations.</u> 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)	<u>examine the Elements of Art, the Principles of Design, the</u> identify general intent, <u>and the</u> expressive qualities in personal artworks <u>of self, peers, and historical and contemporary artists;</u> and	(A) Revised for specificity, robust and more vigorous content.

(4)(B)	<u>collaborate and</u> apply simple criteria to identify main ideas in original artworks, portfolios, by self, and exhibitions by peers, and <u>in exhibitions, by</u> major <u>historical and contemporary</u> artists; and	(B) expanded to include collaborative processes critical to CRS; specified artists from history and contemporary as studies of both are important.
(4)(C)	<u>create written, oral response, and artist statements to internalize vocabulary and intent.</u>	(C) Added to meet CRS and to include the use of writing and art vocabulary, critical to future successes.

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§117.14 Art, Grade 4		
	TEKS with Edits	Committee Comments
(a)	Introduction.	
(1)	<p><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></p>	
(2)(+)	<p>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></p> <p>Students rely on <u>their 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>, <u>memoryies</u>, <u>imaginings imagination</u>, and life experiences as <u>a 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>	<ul style="list-style-type: none"> - ER – Van Zandt, 8, Streamline introduction to provide a simple, succinct statement. - Addition of observation and perception expands the strand to clarify and add specificity to the beginning set of artistic explorations. - 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. - 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. - 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. - Paragraph 2, ER – Van Zandt, 8, Streamline introduction to provide a simple,

		<p>succinct statement. Some verbiage changed for grammatical correctness.</p> <ul style="list-style-type: none"> - Focus on originality included. - Paragraph 3 – CRS, included expanded verbiage to focus on CRS and 21st Century skills.
(b)	Knowledge and skills.	
(1)	<p>Foundations: observation and perception. The student develops and organizes ideas from the environment expands visual literacy skills utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art and principles of design. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks. The student is expected to:</p>	ER – Chandler, 5, SEs should be clear and specific - Clarifying language to provide a richer learning experience
(1)(A)	<p>explore and communicate ideas drawn from about self, family, school, and community using sensory knowledge and life experiences, about self and others, and from the imagination as sources for original works of art; and</p>	ER – Chandler, 5, SEs should be clear and specific - Clarifying language to provide a richer learning experience
(1)(B)	<p>use choose appropriate vocabulary to investigate discuss the use of design skills, which are the art Elements of Art including such as line, shape, color, texture, form, line, space, and value; and the art Principles of Design including such as emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and</p>	CRS – including design skills in TEKs, critical for CRS/visual literacy
(1)(C)	<p>discuss the Elements of Art as building blocks and the Principles of Design as organizers of works of art.</p>	Added because it is equally important that children learn how the elements and principles are used as well as what they are.
(2)	<p>Creative Expression/Performance. The student communicates expresses their imaginative thoughts and ideas by challenging their creativity in producing through original artworks and solving art problems using a variety of media with appropriate and progressive skills. 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> <ul style="list-style-type: none"> - Added “solving art problems”, which focuses on how visual arts catalyze social change, and how problem-solving infuses the planning phase of a project. - Defined appropriate skill as “progressive” indicating student skill should improve with education and practice.
(2)(A)	<p>integrate a variety of ideas drawn from life experiences to create about self, life events, family, and community in original works of art artworks;</p>	Reworded for clarification
(2)(B)	<p>create compositions, using the Elements of Art and Principles of Design design original artworks; and</p>	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, digital art and media, and photographic imagery</u> invent ways to produce artworks and to explore photographic imagery , using a variety of art media and materials.	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.
(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:	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)	<u>compare and contrast artworks from various times and cultures to evaluate the effectiveness of the artist in expressing intent</u> identify simple main ideas expressed in art;	Expanded verbiage to include culture as well as history
(3)(B)	<u>connect art to careers such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers</u> compare and contrast selected artworks from a variety of cultural settings; and	CRS – expanded to include art career fields for the 21 st Century
(3)(C)	<u>make interdisciplinary connections, associating art concepts and vocabulary to other disciplines</u> identify the roles of art in American society.	CRS - Added interdisciplinary connections
(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 lifelong skills of making</u> makes informed judgments <u>and reasoned evaluations</u> about personal artworks and the art of others. 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>examine the Elements of Art, the Principles of Design, the general</u> describe <u>intent, and the expressive qualities in artworks of self, peers, and historical and contemporary artists</u> intent and form conclusions about personal artworks;	Revised for specificity, robust and more vigorous content.
(4)(B)	<u>collaborate and apply simple criteria to identify</u> interpret ideas and <u>moods in original artworks by self, portfolios, and exhibitions</u> by peers, and others in exhibitions by major historical and contemporary artists; and	Expanded to include collaborative processes critical to CCR; specified artists from history and contemporary as studies of both are important.
(4)(C)	<u>create written response, oral response, and artist statements to internalize vocabulary and intent.</u>	Added to meet CRS and to include the use of writing and art vocabulary, critical to future successes.

§117.17	Art, Grade 5	
	TEKS with Edits	Committee Comments
(a)	Introduction.	
(1)	<p><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></p>	
(2)(+)	<p>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></p> <p>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>, memories, <u>imaginings imagination</u>, and life experiences as a sources 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"> - Addition of observation and perception expands the strand to clarify and add specificity to the beginning set of artistic explorations. - 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. - 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. - 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. - Paragraph 2, ER – Van Zandt, 8, Streamline introduction to provide a simple, succinct statement. Some verbiage changed

		<p>for grammatical correctness.</p> <ul style="list-style-type: none"> - Focus on originality included. - Paragraph 3 – CRS, included expanded verbiage to focus on CRS and 21st Century skills.
(b)	Knowledge and skills.	
(1)	<p>Foundations: observation and perception. The student develops and organizes ideas from the environment expands visual literacy skills utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art and principles of design. 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
(1)(A)	<p>develop and communicate ideas about feelings, self, family, school, and community, using sensory knowledge and drawn from life experiences, about self and others, about the global community and from the imagination as sources for original works of art;</p>	reworded to clarify per ER, added the imagination as a source for ideas
(1)(B)	<p>use appropriate vocabulary to investigate the use of design skills, which are the Elements of Art including line, shape, identify in artworks that color, texture, form, line, space, and value; are basic art elements and that the Pprinciples of Design including such as emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity serve as organizers;</p>	<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)	<p>discuss the Elements of Art as building blocks and the Principles of Design as organizers of works of art.</p>	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)	<p>Creative Expression/Performance. The student communicates expresses their imaginative thoughts and ideas by challenging their creativity in producing through original artworks, and solving art problems using a variety of media with appropriate and progressive skills. The student is expected to:</p>	<ul style="list-style-type: none"> - ER – Van Zandt, 5, verbiage revised to remove vagueness, which “possibly discourages adherence to standards” and Van Zandt, 8, include more rigorous verbs. - Added “solving art problems”, which focuses on how visual arts catalyze social change, and how problem-solving infuses the planning phase of a project. - Defined appropriate skill as “progressive” indicating student skill should improve with education and practice.
(2)(A)	<p>integrate ideas drawn from life experiences to create original works of art combine information from direct observation, experience, and imagination to express ideas about self, family, and community;</p>	Reworded for clarity

(2)(B)	<u>create compositions, using the Elements of Art and Principles of Design</u> compare relationships between design and everyday life ; 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, digital art and media, and create original artworks and explore photographic imagery, using a variety of art materials and media appropriately.</u>	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.
(3)	Historical/ and cultural <u>relevance heritage</u>. The student demonstrates an understanding of art history and culture as records of human achievement <u>by analyzing artistic styles, historical periods, and a variety of cultures. Students develop global awareness and respect for the traditions and contributions of diverse cultures.</u> The student is expected to:	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.
(3)(A)	compare <u>and contrast</u> artworks from several national periods, identifying similarities and differences <u>various times and cultures to evaluate the effectiveness of the artist in expressing intent, using symbols, and applying techniques</u> ;	Expanded verbiage to include culture as well as history.
(3)(B)	<u>connect art to careers such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers</u> compare selected artworks from different cultures ; and	CRS – expanded to include art career fields for the 21 st Century
(3)(C)	<u>make interdisciplinary connections, associating art concepts to other disciplines</u> identify the use of art skills in a variety of jobs.	CRS- added interdisciplinary connections
(4)	<u>Critical evaluation and Response/Evaluation</u>. The student makes <u>responds to and analyzes artworks of self and other artists, thus contributing to the development of lifelong skills of making</u> informed judgments about personal artworks and the art of others <u>and reasoned evaluations.</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.
(4)(A)	<u>examine the Elements of Art, the Principles of Design, the general intent, and the expressive qualities in artworks of self, peers, and historical and contemporary artists; analyze personal artworks to interpret meaning; and</u>	Revised for specificity, robust and more vigorous content.

(4)(B)	<u>collaborate and apply simple criteria to identify theme in</u> analyze original artworks, portfolios, and exhibitions by self, by peers, and in exhibitions by major historical and contemporary artists others to form conclusions about properties; <u>and</u>	Expanded to include collaborative processes critical to CRS; specified artists from history and contemporary as studies of both are important.
(4)(C)	<u>create written, oral response, and artist statements to internalize vocabulary and intent.</u>	Added to meet CRS and to include the use of writing and art vocabulary, critical to future successes.

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