

Texas Essential Knowledge and Skills (TEKS) Breakouts		
Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts	
Subchapter	Subchapter D. Elementary, Adopted 2013	
Course	§117.114. Art, Grade 4, Adopted 2013.	
(a) Introduction.		
<p>(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and intellectual academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, work, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the arts, is essential to nurture and develop the whole child.</p>		
<p>(2) Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide basic structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students use their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong habit of informed judgments.</p>		
<p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrations of the content.</p>		
(b) Knowledge and skills.		
Knowledge and Skills Statement	Student Expectation	Breakout

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:</p>	<p>(A) explore and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art</p>	<p>(i) explore ideas drawn from life experiences about self, peers, family, school, or community as sources for original works of art</p>
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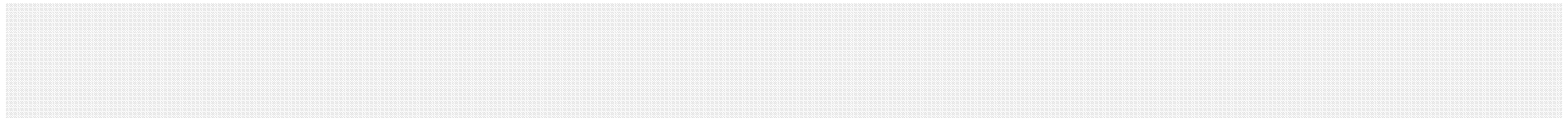
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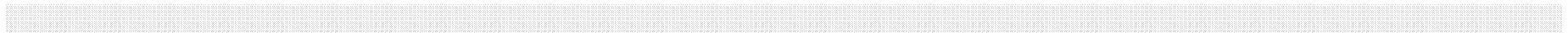
(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity

(x) use appropriate vocabulary when discussing the principles of design, including movement/rhythm

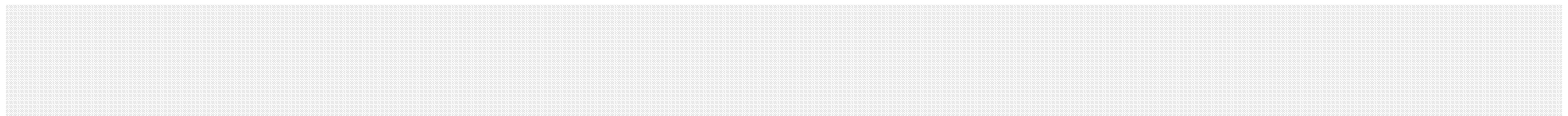
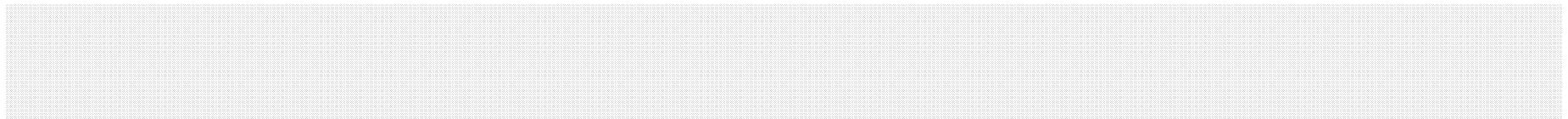
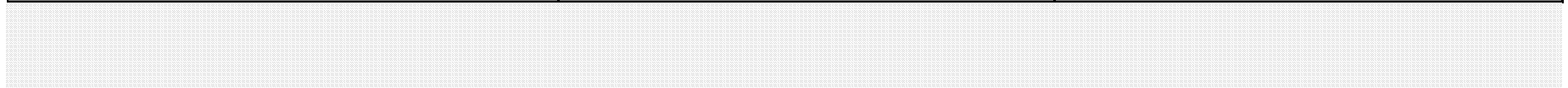


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(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity



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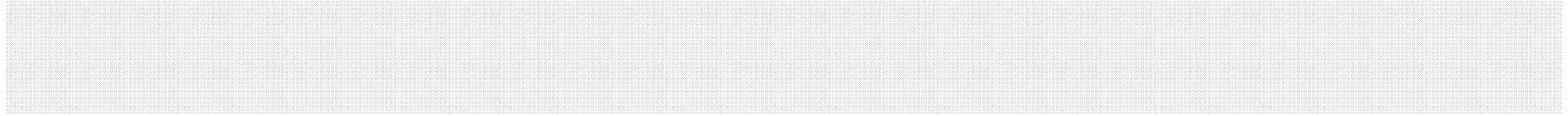
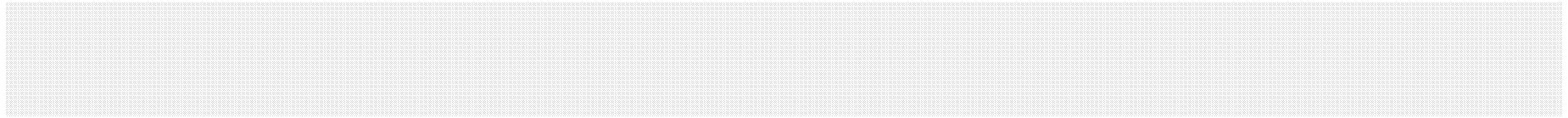


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(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

(a) integrate ideas drawn from life experiences to create original works of art

(i) integrate ideas drawn from life experiences to create original works of art



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<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(B) create compositions using the elements of art and principles of design (C) create reflective</p>	<p>(ii) create compositions using the principles of design</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials</p>	<p>(i) produce drawings using a variety of art media</p>

Knowledge and Skills Statement

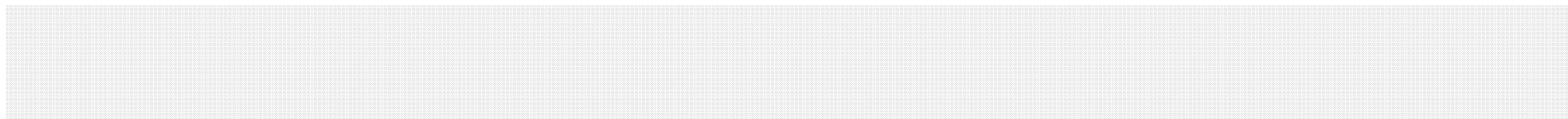
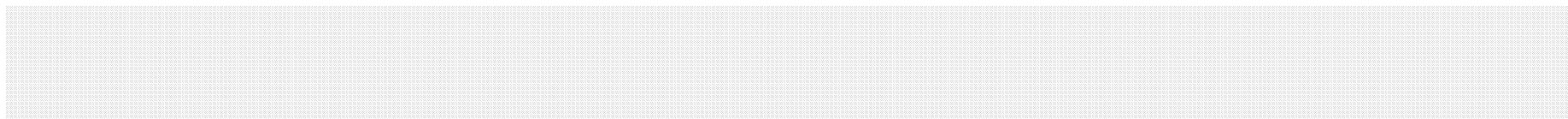
Student Expectation

Breakout

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<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(iii) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, reflective constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials</p>	<p>(iv) produce sculpture, including modeled forms, using a variety of art media</p>
<p>(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>(iii) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, reflective constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials</p>	<p>(v) produce other art forms using a variety of art media</p>

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(2) Creative expevvv.2 c0g4(pe)8.4(t (v)2.4ent)1.1(M)-1.7(a3.2(amot)1.1(im)1.1(eun5B1p(v3.2(amr)-2.1(i(v)2.4 5B1p(vdeE)6.9(s) ET 0 1.127)6.D.1()-2.1(hc)2.4(l)ug



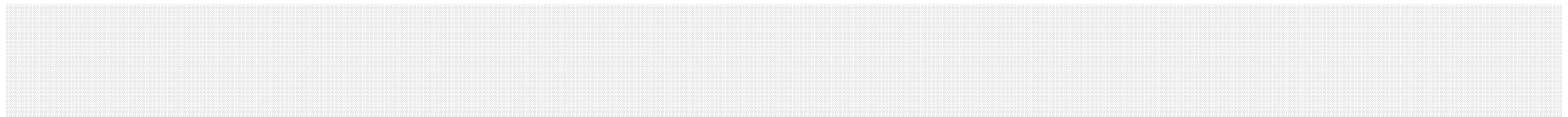
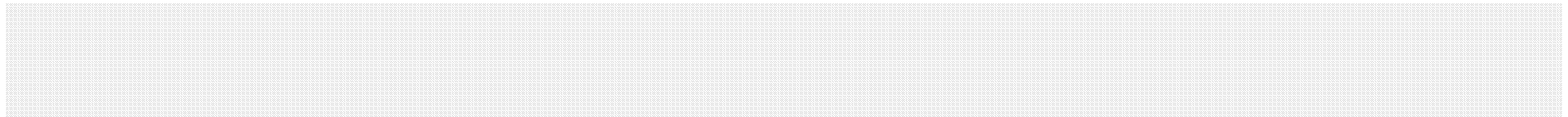
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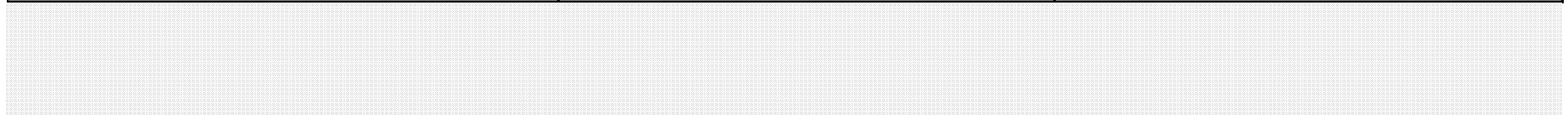
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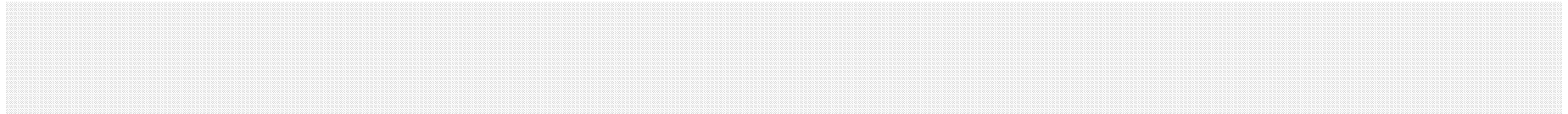
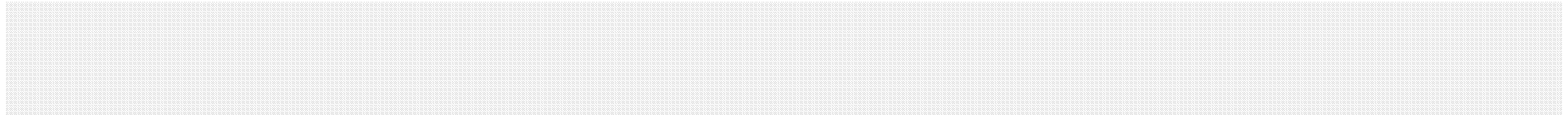
(2) Creative expression. The student communicates ideas



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(4) Critical evaluation and response. The student responds to



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<p>(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:</p>	<p>(B) use methods such as written or oral response or artist statements to identify emotions found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums</p>	<p>(i) use methods to identify emotions found in collections of artworks created by self in real or virtual portfolios, galleries, or art museums</p>
<p>(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:</p>	<p>(B) use methods such as written or oral response or artist statements to identify emotions found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums</p>	<p>(ii) use methods to identify emotions found in collections of artworks created by peers in real or virtual portfolios, galleries, or art museums</p>

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<p>(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:</p>	<p>(B) use methods such as written or oral response or artist statements to identify emotions found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums</p>	<p>(iii) use methods to identify emotions found in collections of artworks created by major historical or contemporary artists in real or virtual portfolios, galleries, or art museums</p>
<p>(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:</p>	<p>(C) compile collections of personal artworks for the purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios</p>	<p>(i) compile collections of personal artworks for purposes of self-assessment or exhibition</p>