Learning Through Art at the MFAH Middle School

ART TEK Alignment

1. Red Hill and White Shell, 1938

Painting Perspective

TEKS:

6.1 Perception. The student develops and organizes ideas from the environment. The student is expected to:
   (A) illustrate themes from direct observation, personal experience, and traditional events; and
   (B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

6.2 Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
   (A) express a variety of ideas based on personal experience and direct observations
   (C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.

7.1 Perception. The student develops and organizes ideas from the environment. The student is expected to:
   (A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and
   (B) compare and contrast the use of art elements and principles, using vocabulary accurately.

7.2 Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
   (A) create artworks based on direct observations, personal experience, and imagination;
   (B) incorporate design into artworks for use in everyday life; and
   (C) produce drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways.

8.1 Perception. The student develops and organizes ideas from the environment. The student is expected to:
   (A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and
   (B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.

8.2 Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
   (A) create artworks integrating themes found through direct observation, personal experiences, and imagination;
   (B) apply design skills to communicate effectively ideas and thoughts in everyday life; and
   (C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiberart, photography/film making, and electronic media-generated art, traditionally and experimentally.

2. Self-Portrait, 1898

Photo Shopping Self-Portraits

TEKS:

6.1 Perception. The student develops and organizes ideas from the environment. The student is expected to:
   (A) illustrate themes from direct observation, personal experience, and traditional events; and
   (B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

6.2 Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
   (A) express a variety of ideas based on personal experience and direct observations
6.3 Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) identify in artworks the influence of historical and political events

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7.3 Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) analyze ways that international, historical, and political issues influence artworks

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(A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and

(B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.

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(A) create artworks integrating themes found through direct observation, personal experiences, and imagination;

(B) apply design skills to communicate effectively ideas and thoughts in everyday life; and

(C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, sculptures, ceramics, fiberart, photography/film making, and electronic media-generated art, traditionally and experimentally.

8.3 Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) analyze ways in which electronic media/technologies have influenced art;

(B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes

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3. from the series 11:02 Nagasaki / Beer Bottle After the Atomic Bomb Explosion, 1961

Photographing Abstraction

TEKS:

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(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

6.2 Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) express a variety of ideas based on personal experience and direct observations;

(B) describe in detail a variety of practical applications for design ideas; and

(C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.

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(C) produce drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways.

7.3 Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
(A) analyze ways that international, historical, and political issues influence artworks
(B) analyze selected artworks to determine cultural contexts; and

8.1 Perception. The student develops and organizes ideas from the environment. The student is expected to:
(A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and
(B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.

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(A) analyze ways in which electronic media/technologies have influenced art;
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4. Portrait of a Young Woman, 1633

Creating the Details

TEKS:

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(A) illustrate themes from direct observation, personal experience, and traditional events; and
(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

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(A) express a variety of ideas based on personal experience and direct observations
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(B) compare and contrast the use of art elements and principles, using vocabulary accurately.

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(A) analyze ways that international, historical, and political issues influence artworks

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(B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.

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(A) create artworks integrating themes found through direct observation, personal experiences, and imagination;

(B) apply design skills to communicate effectively ideas and thoughts in everyday life; and

(C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiberart, photography/film making, and electronic media-generated art, traditionally and experimentally.

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### Sketch 160A, 1912

**Understanding Abstract Art**

**TEKS:**

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6. The Japanese Footbridge, Giverny, c. 1922

Sketching Warm-Up

TEKS:

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(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

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(A) express a variety of ideas based on personal experience and direct observations
(C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.

7. Abstraction, c. 1914

Exploring “Collage”

TEKS:

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**Collage Bell Ringer**

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(C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiberart, photographic/film making, and electronic media-generated art, traditionally and experimentally.
9. Portrait of a Nobleman, c. 1500–1550

Decoding a Work of Art Bell Ringer

TEKS:

6.1 Perception. The student develops and organizes ideas from the environment. The student is expected to:
   (A) illustrate themes from direct observation, personal experience, and traditional events; and
   (B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and
   value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

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   prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.

6.3 Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human
   achievement. The student is expected to:
   (A) identify in artworks the influence of historical and political events

7.1 Perception. The student develops and organizes ideas from the environment. The student is expected to:
   (A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and
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   (A) analyze ways that international, historical, and political issues influence artworks
   (B) analyze selected artworks to determine cultural contexts

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   achievement. The student is expected to:
   (A) analyze ways in which electronic media/technologies have influenced art;
   (B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes

10. Woman with a Large Hat, 1962

Prepping for a Field Trip

TEKS:

6.1 Perception. The student develops and organizes ideas from the environment. The student is expected to:
   (A) illustrate themes from direct observation, personal experience, and traditional events; and
(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

6.3 Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
(A) identify in artworks the influence of historical and political events;
(B) compare specific artworks from a variety of cultures

7.1 Perception. The student develops and organizes ideas from the environment. The student is expected to:
(A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and
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(A) analyze ways that international, historical, and political issues influence artworks;
(B) analyze selected artworks to determine cultural contexts

7.4 Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:
(A) analyze and compare relationships, such as function and meaning, in personal artworks; and
(B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, and intent

8.1 Perception. The student develops and organizes ideas from the environment. The student is expected to:
(A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and
(B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately

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(A) analyze ways in which electronic media/technologies have influenced art;
(B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes

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(B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.

11. Tapestry, 2007
Prepping for a Field Trip

TEKS:

6.1 Perception. The student develops and organizes ideas from the environment. The student is expected to:
(A) illustrate themes from direct observation, personal experience, and traditional events; and
(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

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(A) identify in artworks the influence of historical and political events;
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(A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and

(B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately

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(B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.

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12. **The Call for Help / (At Bay), c. 1908**

Prepping for a Field Trip

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6.1 **Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate themes from direct observation, personal experience, and traditional events; and

(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

6.3 **Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) identify in artworks the influence of historical and political events;

(B) compare specific artworks from a variety of cultures

7.1 **Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and

(B) compare and contrast the use of art elements and principles, using vocabulary accurately.

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(A) analyze ways that international, historical, and political issues influence artworks;

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7.4 **Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) analyze and compare relationships, such as function and meaning, in personal artworks; and

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8.1 **Perception.** The student develops and organizes ideas from the environment. The student is expected to:

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(B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately

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(A) analyze ways in which electronic media/technologies have influenced art;

(B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes
8.4 **Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.

13. **Mrs. Joshua Montgomery Sears (Sarah Choate Sears), 1899**

**A Portrait Of and In Time**

**TEKS:**

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(A) illustrate themes from direct observation, personal experience, and traditional events; and

(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

6.2 **Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) express a variety of ideas based on personal experience and direct observations;

(B) describe in detail a variety of practical applications for design ideas; and

(C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.

6.3 **Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) identify in artworks the influence of historical and political events;

(B) compare specific artworks from a variety of cultures

6.4 **Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) conduct in-progress analyses and critiques of personal artworks; and

(B) analyze original artworks, portfolios, and exhibitions of peers to form conclusions about formal properties and historical and cultural contexts.

7.1 **Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and

(B) compare and contrast the use of art elements and principles, using vocabulary accurately.

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(A) create artworks based on direct observations, personal experience, and imagination;

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(C) produce drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways.

7.3 **Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) analyze ways that international, historical, and political issues influence artworks;

(B) analyze selected artworks to determine cultural contexts

7.4 **Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) analyze and compare relationships, such as function and meaning, in personal artworks; and

(B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, and intent

8.1 **Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and

(B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.
8.2 Creative expression/perform ance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) create artworks integrating themes found through direct observation, personal experiences, and imagination;
(B) apply design skills to communicate effectively ideas and thoughts in everyday life; and
(C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiberart, photography/film making, and electronic media-generated art, traditionally and experimentally.

8.3 Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) analyze ways in which electronic media/technologies have influenced art;
(B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes.

8.4 Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) analyze with the teacher or peers personal artworks in progress, using critical attributes, and participate in individual and group critiques; and
(B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.

14. Number 6, 1949

Action Painting and the Relationship Between Art

TEKS:

6.1 Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate themes from direct observation, personal experience, and traditional events; and
(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

6.2 Creative expression/perform ance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) express a variety of ideas based on personal experience and direct observations;
(B) describe in detail a variety of practical applications for design ideas; and
(C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.

6.3 Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) identify in artworks the influence of historical and political events;
(B) compare specific artworks from a variety of cultures.

6.4 Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) conduct in-progress analyses and critiques of personal artworks; and
(B) analyze original artworks, portfolios, and exhibitions of peers to form conclusions about formal properties and historical and cultural contexts.

7.1 Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and
(B) compare and contrast the use of art elements and principles, using vocabulary accurately.

7.2 Creative expression/perform ance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) create artworks based on direct observations, personal experience, and imagination;
(B) incorporate design into artworks for use in everyday life; and
(C) produce drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways.
7.3 Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) analyze ways that international, historical, and political issues influence artworks;

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8.2 Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) create artworks integrating themes found through direct observation, personal experiences, and imagination;

(B) apply design skills to communicate effectively ideas and thoughts in everyday life; and

(C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiber art, photography/film making, and electronic media-generated art, traditionally and experimentally.

8.3 Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) analyze ways in which electronic media/technologies have influenced art;

(B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes

8.4 Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) analyze with the teacher or peers personal artworks in progress, using critical attributes, and participate in individual and group critiques; and

(B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.

15. Still Life with Golden Bream, 1808–1812

Painting Still-Lifes

TEKS:

6.2 Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) express a variety of ideas based on personal experience and direct observations;

(B) describe in detail a variety of practical applications for design ideas; and

(C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiber art, photographic imagery, and electronic media-generated art.

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(A) analyze with the teacher or peers personal artworks in progress, using critical attributes, and participate in individual and group critiques; and

(B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.

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16. **Ventriloquist,** 1983

Painting Still-Lifes

**TEKS:**

6.2 **Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) express a variety of ideas based on personal experience and direct observations;

(B) describe in detail a variety of practical applications for design ideas; and

(C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.

6.4 **Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others.

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(A) conduct in-progress analyses and critiques of personal artworks; and

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The student is expected to:

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17. *Kara, 1983*

Painting Still-Lifes

**TEKS:**

6.2 Creative expression/perform ance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) express a variety of ideas based on personal experience and direct observations;

(B) describe in detail a variety of practical applications for design ideas; and

(C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.

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18. *The Cradle, 1950*

Exploring Portraits

**TEKS:**

6.1 Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate themes from direct observation, personal experience, and traditional events; and
(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

6.3 Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) identify in artworks the influence of historical and political events;
(B) compare specific artworks from a variety of cultures

7.1 Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and
(B) compare and contrast the use of art elements and principles, using vocabulary accurately.

7.3 Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) analyze ways that international, historical, and political issues influence artworks;
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(A) illustrate ideas from direct observation, imagination, personal experience and from experiences at school and community events; and
(B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.

8.3 Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) analyze ways in which electronic media/technologies have influenced art;
(B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes.

19. Portrait of a Boy, c.1758–1760

Exploring Portraits

TEKS:

6.1 Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate themes from direct observation, personal experience, and traditional events; and
(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

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(A) analyze ways that international, historical, and political issues influence artworks;
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(A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and
(B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.

8.3 Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) analyze ways in which electronic media/technologies have influenced art;
(B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes.
20. *Hip Hop, 1993*

Exploring Portraits

**TEKS:**

6.1 **Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate themes from direct observation, personal experience, and traditional events; and

(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

6.3 **Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) identify in artworks the influence of historical and political events;

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(A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and

(B) compare and contrast the use of art elements and principles, using vocabulary accurately.

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(B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.

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(A) analyze ways in which electronic media/technologies have influenced art;

(B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes.

21. *Black on White, 1961*

Practicing Art Vocabulary

**TEKS:**

6.1 **Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate themes from direct observation, personal experience, and traditional events; and

(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

7.1 **Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and

(B) compare and contrast the use of art elements and principles, using vocabulary accurately.

7.4 **Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) analyze and compare relationships, such as function and meaning, in personal artworks; and

(B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, and intent.

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(A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and

(B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.

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(B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.

22. *The Chicken*, c.1926

**Practicing Art Vocabulary**

**TEKS:**

6.1 **Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate themes from direct observation, personal experience, and traditional events; and

(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

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(A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and

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(A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and

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(B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.

23. *Hip Hop*, 1993

**Exploring Portraits Through Photography and Painting**

**TEKS:**

6.1 **Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate themes from direct observation, personal experience, and traditional events; and

(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

6.2 **Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) express a variety of ideas based on personal experience and direct observations;

(B) describe in detail a variety of practical applications for design ideas; and

(C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.

6.3 **Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) identify in artworks the influence of historical and political events;

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(A) analyze ways that international, historical, and political issues influence artworks;
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24. Portrait of a Boy, c.1758-1760
Exploring Portraits Through Photography and Painting

TEKS:

6.1 Perception. The student develops and organizes ideas from the environment. The student is expected to:
(A) illustrate themes from direct observation, personal experience, and traditional events; and
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The Learning Through Art program at the Museum of Fine Arts, Houston, receives generous funding from the Kinder Foundation; Mercantil Commercebank; and NORDSTROM.

All Learning and Interpretation programs at the Museum of Fine Arts, Houston, receive endowment income from funds provided by the Louise Jarrett Moran Bequest; Caroline Weiss Law; the William Randolph Hearst Foundation; The National Endowment for the Humanities; the Fondren Foundation; BMC Software, Inc.; the Wallace Foundation; the Neal Myers and Ken Black Children’s Art Fund; the Favrot Fund; and Gifts in honor of Beth Schneider.