

LMFA

TEKS Alignment with Tour Activities- First Grade

<p>§117.105. Art, Grade 1</p> <p>b) Knowledge and skills.</p> <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, understanding, and applying the elements of art and principles of design. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks</p>	<p>Using a variety of strategies, students are encouraged to:</p> <p style="text-align: center;">Look Describe Think Connect</p> <p>while on a docent tour.</p>
<p>2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills.</p> <p>(A) invent images that combine a variety of lines, shapes, colors, textures, and forms;</p> <p>(B) place components in orderly arrangements to create designs; and</p> <p>(C) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms</p>	<p>Students will learn about Aboriginal ways of communication through their drawing and art.</p> <p>The various styles of art will be discussed. For example: cross-hatch, dot, and xray.</p> <p>The students create a work of art representative of themselves and/or Aboriginal culture using “dot art”.</p>
<p>(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:</p> <p>(A) identify simple ideas expressed in artworks through different media;</p> <p>(B) demonstrate an understanding that art is created globally by all people throughout time;</p> <p>(C) discuss the use of art in everyday life; and</p> <p>(D) relate visual art concepts to other disciplines.</p>	<p>Art educator led student discussion on historical Aboriginal ways of communication vs. today’s communication methods.</p> <p>Example of questions:</p> <p>Why did the indigenous people communicate through art? Do we communicate through art today?</p> <p>How have other cultural groups communicated through art in the past?</p>

<p>§113.12. Social Studies, Grade 1</p> <p>15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:</p> <p>(A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities; and</p> <p>(B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities.</p>	<p>The aboriginals used art as a language and vehicle to impart knowledge and information. Students will learn the reasons “why” and explore “how” this was done.</p>
<p>§110.12. English Language Arts and Reading, Grade 1</p> <p>27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) listen attentively to speakers and ask relevant questions to clarify information; and</p> <p>(B) follow, restate, and give oral instructions that involve a short related sequence of actions.</p> <p>(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.</p>	<p>Students are led through the museum in a formal manner with the expectation of following the rules and listening to the information given by the docent. Through question and response, students have the opportunity to communicate ideas, opinions and thoughts regarding the artwork.</p>