

LMFA

TEKS Alignment with Tour Activities- Second Grade

<p>§117.108. Art, Grade 2</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 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) compare and contrast variations in objects and subjects from the environment using the senses; and</p> <p>(B) identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance.</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. 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>(A) express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space;</p> <p>(B) create compositions using the elements of art and principles of design; and</p> <p>(C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.</p>	<p>Student learn about the Aboriginal way of communication through 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>

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<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) interpret stories, content, and meanings in a variety of artworks;</p> <p>(B) examine historical and contemporary artworks created by men and women, making connections to various cultures;</p>	<p>Students learn the cultural significance of Aboriginal art. They study its history, styles and interpretive meanings. A comparison of both ancient designs and contemporary works are available for viewing.</p>
<p>§113.13. Social Studies, Grade 2</p> <p>(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:</p> <p>(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and</p> <p>(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.</p>	<p>Students have the opportunity to view works of art from a local artist. From this viewing they are be able to connect the significance of the artists usage of materials to East Texas.</p> <p>How is his art reflective of East Texas?</p> <p>How is this a reflection of our culture?</p>
<p>§110.13. English Language Arts and Reading, Grade 2</p> <p>(28) 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>(29) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students</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.</p> <p>Through question and response, students will have the opportunity to communicate ideas, opinions and thoughts regarding the artwork.</p>

continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

