

LMFA

TEKS Alignment with Tour Activities- Third Grade

<p>§117.111. Art, Grade 3</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) explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;</p> <p>(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; and</p> <p>(C) discuss the elements of art as building blocks and the principles of design as organizers of works of art.</p>	<p>Using a variety of strategies, students will be 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) integrate ideas drawn from life experiences to create original works of art;</p> <p>(B) create compositions using the elements of art and principles of design; and</p>	<p>Students create an original piece of art using Aboriginal elements and style. This artwork mirrors the intent of Aboriginal painting, but is self reflective of the students own environment.</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 main ideas expressed in artworks from various times and places;</p> <p>(B) compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures;</p>	<p>Students learn the history of Aboriginal art;</p> <p>Why the Aboriginals painted what they did/how their art contributed to their culture/how is the historical Aboriginal art different from contemporary/ how is it the same</p>
<p>§110.14. English Language Arts and Reading, Grade 3 (29) 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, ask relevant questions, and make pertinent comments; and</p> <p>(B) follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>(30) 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 speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</p> <p>(31) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon</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>

the ideas of others.	
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