

LMFA

TEKS Alignment with Tour Activities- Fifth Grade

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| <p>§117.117. Art, Grade 5 (b) Knowledge and skills. (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: (A) develop 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; (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 (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 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: (A) integrate ideas drawn from life experiences to create original works of art;</p> | <p>Students will create an original piece of art using Aboriginal elements and style. This artwork will mirror the intent of Aboriginal painting, but is self -reflective of the students' own environment.</p> |

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| <p>(B) create compositions using the elements of art and principles of design; and (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials.</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: (A) compare the purpose and effectiveness of artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols; (B) compare the purpose and effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures;</p> | <p>Students study various reasons for the Aboriginal art styles, usage of colors and symbolism.</p> <p>Compare and contrast historical and contemporary art pieces.</p> <p>Discussion Question/Answer: What importance did/does art play in the culture of the Aboriginals? Is contemporary Aboriginal art as purposeful as historical Aboriginal art?</p> |
| <p>§110.16. English Language Arts and Reading, Grade 5 (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: (A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective; (B) follow, restate, and give oral instructions that include multiple action steps; and (C) determine both main and supporting ideas</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> |

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| <p>in the speaker's message.</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 give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p> | |
| <p>§113.15. Social Studies, Grade 5</p> <p>(21) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: (B) explain how examples of art, music, and literature reflect the times during which they were created.</p> | <p>Through docent led discussion, students convey understanding of the historical and cultural relevance of Aboriginal art.</p> |