

# GROUNDING IN CLAY CURRICULUM

## Texas Essential Knowledge and Skills

### Texas State Standards

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## NOTE FOR EDUCATORS

The Grounded in Clay curriculum includes four lessons that span seven consecutive days of learning. When taught in sequence, each lesson builds upon the previous one. It is also possible to teach individual lessons as standalones without needing to reference activities or resources from other lesson plans.

The standards included in this resource are suggestions. We encourage you to adapt lessons as needed and to scale activities up or down as appropriate.

## LESSON 1 | UTILITY: VISUALIZING THE LIFE OF YOUR POTTERY

### LEARNING GOALS/OBJECTIVES: The students will...

- a) **Knowledge:** Learn about the various ways that a piece of pottery can be used within Pueblo communities.
- b) **Skills:** Engage in research-based arts processes.
- c) **Creation:** Illustrate research findings through 2-dimensional, visual art making.
- d) **Value:** Value that a pottery vessel is an active member of Pueblo life and culture.

## Texas Essential Knowledge and Skills for Fine Arts

### Kindergarten – Grade 5 Standards

#### Kindergarten

117.102 (b)(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) Gather information from subjects in the environment using the senses

(B) Identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including repetition/pattern and balance in the environment

117.102 (b)(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) Create artworks using a variety of lines, shapes, colors, textures, and forms

(B) Arrange components intuitively to create artworks

117.102(b)(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:

(C) Identify the uses of art in everyday life

## **Grade 1**

117.105(b)(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, and principles of design. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:

(B) Identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments

117.105(b)(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) Invent images that combine a variety of lines, shapes, colors, textures, and forms

(B) Place components in orderly arrangements to create designs

117.105(b)(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:

(B) Demonstrate an understanding that art is created globally by all people throughout time

(C) Discuss the use of art in everyday life

## **Grade 2**

117.108(b)(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:

(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

117.108(b)(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) Express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space

(B) Create compositions using the elements of art and principles of design

117.108(b)(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) Interpret stories, content, and meanings in a variety of artworks

### **Grade 3**

117.111(b)(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) Explore ideas 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

117.111(b)(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
- (B) Create compositions using the elements of art and principles of design
- (C) Produce drawings; paintings; prints; sculpture; including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation, art, digital art and media, and photographic imagery using a variety of materials

117.111(b)(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) Identify simple main ideas expressed in artworks from various times and places

#### **Grade 4**

117.114(b)(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) Explore 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

117.114(b)(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

(B) Create compositions using the elements of art and principles of design

(C) Produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials

117.114(b)(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 content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions

## **Grade 5**

117.117(b)(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

117.117(b)(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

(B) Create compositions using the elements of art and principles of design

(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

117.117(b)(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

## **Middle School Standards**

### **Middle School I**

117.202(c)(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 original artworks. The student is expected to:

(A) Identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international

(B) Understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately

(C) Understand and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using art vocabulary appropriately

117.202(c)(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) Create original artworks based on direct observations, original sources, personal experiences, and the community

(C) Produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials

117.202(c)(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:

(B) Identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation

## **Middle School 2**

117.203(b)(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 original artworks. The student is expected to:

(A) Identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international

(B) Compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately

(C) Compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately

(D) Understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately

117.203(b)(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) Create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and community

(C) Apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media

117.203(b)(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:

(B) Analyze selected artworks to determine contemporary relevance in relationship to universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation

### **Middle School 3**

117.204(b)(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 original artworks. The student is expected to:

(A) Identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international

(B) Evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately

(C) Evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately

117.204(b)(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) Create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community.

(C) Create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media

### **High School Standards**

#### **High School I**

117.302(c)(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 original artworks. The student is expected to:

(A) Consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork

(B) Identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork

(C) Identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork

(D) Make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately

117.302(c)(2) – Creative expression. The student communicates ideas through original artwork 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:

(D) Create original artwork to communicate thoughts, feelings, ideas, or impressions

117.302(c)(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:

(B) Describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage

## **High School 2**

117.303(c)(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 original artworks. The student is expected to:

(B) Identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks

(C) Identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks

117.303(c)(2) – Creative expression. The student communicates ideas through original artwork 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:

(D) Create original artwork to communicate thoughts, feelings, ideas, or impressions

117.303(c)(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:

(B) Analyze specific characteristics in artwork from a variety of cultures

### **High School 3**

117.304(c)(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 original artworks. The student is expected to:

(B) Compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork

(C) Compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork

117.304(c)(2) – Creative expression. The student communicates ideas through original artwork 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:

(D) Create original artwork to communicate thoughts, feelings, ideas, or impressions

### **High School 4**

117.305(c)(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 original artworks. The student is expected to:

(A) Consider concepts and themes for personal artwork that integrate an extensive range of visual observations, experiences, and imagination

(B) Compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork

(C) Compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork

117.305(c)(2) – Creative expression. The student communicates ideas through original artwork 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:

(D) Create original artwork to communicate thoughts, feelings, ideas, or impressions

## **Texas Essential Knowledge and Skills for English Language Arts and Reading**

### **Kindergarten – Grade 5 Standards**

#### **Kindergarten**

110.2(b)(1) – Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) Listen actively and ask questions to understand information and answer questions using multi-word responses

(C) Share information and ideas by speaking audibly and clearly using the conventions of language

(D) Work collaboratively with others by following agreed-upon rules for discussion, including taking turns

110.2(b)(6) – Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (A) Describe personal connections to a variety of sources
- (B) Provide an oral, pictorial, or written response to a text
- (E) Interact with sources in meaningful ways such as illustrating or writing

## **Grade 1**

110.3(b)(1) – Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses
- (C) Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
- (D) Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions

110.3(b)(7) – Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (A) Describe personal connections to variety of sources
- (E) Interact with sources in meaningful ways such as illustrating or writing

## **Grade 2**

110.4(b)(1) – Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses

(C) Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language

(D) Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others

110.4(b)(7) – Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) Describe personal connections to variety of sources

(E) Interact with sources in meaningful ways such as illustrating or writing

### **Grade 3**

110.5(b)(1) – Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) Listen actively, ask relevant questions to clarify information, and make pertinent comments

(C) Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively

(D) Work collaboratively with others by following agreed-upon rules, norms, and protocols

(E) Develop social communication such as conversing politely in all situations

110.5(b)(7) – Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) Describe personal connections to variety of sources, including self-selected texts

(E) Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating

### **Grade 4**

110.6(b)(1) – Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) Listen actively, ask relevant questions to clarify information, and make pertinent comments

(C) Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively

L10.6(b)(7) – Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) Describe personal connections to variety of sources, including self-selected texts

(E) Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating

## **Grade 5**

L10.7(b)(1) – Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments

L10.7(b)(7) – Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) Describe personal connections to variety of sources, including self-selected texts

(E) Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating

## **Middle School Standards**

### **Grade 6**

L10.22(b)(6) – Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) Describe personal connections to variety of sources, including self-selected texts



(E) Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating

## **Grade 7**

110.23(b)(6) – Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) Describe personal connections to variety of sources, including self-selected texts

(E) Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating

## **Grade 8**

110.24(b)(6) – Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) Describe personal connections to variety of sources, including self-selected texts

(E) Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating

## **High School Standards**

### **High School English I**

110.36(c)(5) – Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) Describe personal connections to variety of sources, including self-selected texts

(E) Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating

### **High School English 2**

110.37(c)(5) – Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) Describe personal connections to variety of sources, including self-selected texts

(E) Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating

### **High School English 3**

110.38(c)(5) – Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) Describe personal connections to variety of sources, including self-selected texts

(E) Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating

### **High School English 4**

110.39(c)(5) – Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) Describe personal connections to variety of sources, including self-selected texts

(E) Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating

## LESSON 2 | ELEMENTS: MAPPING YOUR POTTERY'S ENVIRONMENT

### LEARNING GOALS/OBJECTIVES: The students will...

- a) **Knowledge:** Learn about aspects of environment that influence Pueblo pottery and artists.
- b) **Skills:** Engage in research-based arts processes.
- c) **Creation:** Create a map of local environments where a student's pottery vessel lives or comes from.
- d) **Value:** Value that a Pueblo pottery vessel embodies elements of earth, wind, fire, and water and that all these natural elements are vital to Pueblo pottery.

### Texas Essential Knowledge and Skills for Fine Arts

#### Kindergarten – Grade 5 Standards

##### Kindergarten

117.102 (b)(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) Gather information from subjects in the environment using the senses

(B) Identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including repetition/pattern and balance in the environment

117.102 (b)(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) Create artworks using a variety of lines, shapes, colors, textures, and forms

(B) Arrange components intuitively to create artworks

(C) Use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, constructing artworks, and sculpting, including modeled forms

117.102 (b)(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:

(B) Share ideas about personal experiences such as family and friends and develop awareness and sensitivity to differing experiences and opinions through artwork

(C) Identify the uses of art in everyday life

(D) Relate visual art concepts to other disciplines

## **Grade I**

117.105(b)(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, and principles of design. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:

(B) Identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments

117.105(b)(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) Invent images that combine a variety of lines, shapes, colors, textures, and forms

(B) Place components in orderly arrangements to create designs

(C) Increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms

117.105(b)(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) Identify simple ideas expressed in artworks through different media

(C) Discuss the use of art in everyday life

(D) relate visual art concepts to other disciplines

117.105(b)(4) – Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgements and reasoned evaluations. The student is expected to:

(A) explain ideas about personal artworks

## **Grade 2**

117.108(b)(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:

(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

117.108(b)(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) Express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space

(B) Create compositions using the elements of art and principles of design

(C) Identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials

117.108(b)(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:

(D) Relate visual art concepts to other disciplines

117.108(b)(4) – Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgements and reasoned evaluations. The student is expected to:

(A) Support reasons for preferences in personal artworks

### **Grade 3**

117.111(b)(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) Explore ideas 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

117.111(b)(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

(B) Create compositions using the elements of art and principles of design

(C) Produce drawings; paintings; prints; sculpture; including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation, art, digital art and media, and photographic imagery using a variety of materials

117.111(b)(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:

(D) Investigate the connections of visual art concepts to other disciplines

### **Grade 4**

117.114(b)(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) Explore 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

117.114(b)(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

(B) Create compositions using the elements of art and principles of design

(C) Produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials

117.114(b)(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 content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions

(D) Investigate the connections of visual art concepts to other disciplines

## **Grade 5**

117.117(b)(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

117.117(b)(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

(B) Create compositions using the elements of art and principles of design

(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

117.117(b)(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:

(D) Investigate the connections of visual art concepts to other disciplines

## **Middle School Standards**

### **Middle School I**

117.202(c)(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 original artworks. The student is expected to:

(A) Identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international



(B) Understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately

(C) Understand and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using art vocabulary appropriately

(D) Discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately

117.202(c)(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) Create original artworks based on direct observations, original sources, personal experiences, and the community

(B) Apply the art-making process to generate design solutions

(C) Produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials

## **Middle School 2**

117.203(b)(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 original artworks. The student is expected to:

(A) Identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international

(B) Compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately

(C) Compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately

(D) Understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately

117.203(b)(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) Create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and community

(B) Apply the art-making process to solve problems and generate design solutions

(C) Apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media

### **Middle School 3**

117.204(b)(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 original artworks. The student is expected to:

(A) Identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international

(B) Evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately

(C) Evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately

117.204(b)(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) Create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community.

(B) Apply the art-making process to solve problems and generate design solutions

(C) Create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media

## **High School Standards**

### **High School I**

117.302(c)(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 original artworks. The student is expected to:

(A) Consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork

(B) Identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork

(C) Identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork

(D) Make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately

117.302(c)(2) – Creative expression. The student communicates ideas through original artwork 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) Use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination

(D) Create original artwork to communicate thoughts, feelings, ideas, or impressions

(F) Demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media

117.302(c)(4) – Critical evaluations and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

(A) Interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites

## **High School 2**

117.303(c)(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 original artworks. The student is expected to:

(B) Identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks

(C) Identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks

117.303(c)(2) – Creative expression. The student communicates ideas through original artwork 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) Create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent

(D) Create original artwork to communicate thoughts, feelings, ideas, or impressions

(F) Select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media

117.303(c)(4) – Critical evaluations and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

(A) Interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites

### **High School 3**

117.304(c)(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 original artworks. The student is expected to:

(B) Compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork

(C) Compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork

117.304(c)(2) – Creative expression. The student communicates ideas through original artwork 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) Create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent

(D) Create original artwork to communicate thoughts, feelings, ideas, or impressions

(F) Select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media

### **High School 4**

117.305(c)(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 original artworks. The student is expected to:

(A) Consider concepts and themes for personal artwork that integrate an extensive range of visual observations, experiences, and imagination

(B) Compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork

(C) Compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork

117.305(c)(2) – Creative expression. The student communicates ideas through original artwork 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:

(D) Create original artwork to communicate thoughts, feelings, ideas, or impressions

(F) Create artwork, singularly and in a series, by selecting from a variety of art materials and tools appropriate to sources work in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media

## **Texas Essential Knowledge and Skills for Social Studies**

### **Kindergarten – Grade 5 Standards**

#### **Kindergarten**

113.11(c)(3) – Geography. The student understands the concept of location. The student is expected to:

(A) Use spatial terms, including over, under, near, far, left, and right, to describe relative location

(C) Identify and use geographic tools that aid in determining location, including maps and globes

113.11(c)(4) – Geography. The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them. The student is expected to:

(A) Identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather

(B) Identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities

113.11(c)(14) – Social studies skills. The student communicates in oral and visual forms. The student is expected to:

(D) Create and interpret visuals, including pictures and maps

## **Grade 1**

113.12(c)(3) – Geography. The student understands the relative location of places. The student is expected to:

(B) Locate places using the four cardinal directions

113.12(c)(4) – Geography. The student understands the purpose of geographic tools, including maps and globes. The student is expected to:

(A) Create and use simple maps such as maps of the home, classroom, school, and community

(B) Locate and explore the community, Texas, and the United States on maps and globes

113.12(c)(5) – Geography. The student understands physical and human characteristics of place to better understand their community and the world around them. The student is expected to:

(A) Identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather

(B) Identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities

113.12(c)(17) – Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:

(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies

(D) Create and interpret visual and written material

## **Grade 2**

113.13(c)(3) – Geography. The student uses simple tools, including maps and globes. The student is expected to:

(A) Identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend

(B) Create maps to show places and routes within the home, school, and community

113.13(c)(4) – Geography. The student understands the location of places in their community, state, country, and the world. The student is expected to:

(B) Locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes

113.13(c)(16) – Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies

(F) Create written and visual material such as stories, maps, and graphic organizers to express ideas

### **Grade 3**

113.14(c)(4) – Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:

(A) Use cardinal and intermediate directions to locate places on maps and globes in relation to the local community

(B) Use a scale to determine the distance between places on maps and globes

(C) Identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system

113.14(c)(14) – Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

(D) Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps

113.14(c)(15) – Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(D) Express ideas orally based on knowledge and experiences



(E) Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas

#### **Grade 4**

113.15(c)(20) – Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) Apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps

#### **Grade 5**

113.16(c)(24) – Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) Apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps

### **Lesson 2: Standards For Supplementary Connections Texas Essential Knowledge and Skills for Social Studies**

#### **Highschool Standards**

#### **High School United States History Studies Since 1877**

113.41(d)(14) – Geography. The student understands the relationship between population growth and the physical environment. The student is expected to:

(A) Identify the effects of population growth and distribution on the physical environment

113.41(d)(28) – Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

(A) Analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions

(C) Apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence

(F) Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose

113.41(d)(29) – Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(a) Create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism

## **High School World Geography Studies**

113.43(d)(2) – History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:

(A) Describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions

113.43(d)(5) – Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:

(A) Analyze how the character of a place is related to its political, economic, social, and cultural elements

## **Texas Essential Knowledge and Skills for English Language Arts and Reading**

### **Highschool Standards**

#### **High School English I**

110.36(c)(5) – Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(B) Write responses that demonstrate understanding of texts, including comparing texts within and across genres

(C) Use text evidence and original commentary to support a comprehensive response

(H) Respond orally or in writing with appropriate register, vocabulary, tone, and voice

110.36(c)(10) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(B) Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft

110.36(c)(11) – Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) Develop questions for formal and informal inquiry

(E) Locate relevant sources

(I) Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

## **High School English 2**

110.37(c)(5) – Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(B) Write responses that demonstrate understanding of texts, including comparing texts within and across genres

(C) Use text evidence and original commentary to support an interpretive response

(H) Respond orally or in writing with appropriate register, vocabulary, tone, and voice

110.37(c)(10) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(B) Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft

110.37(c)(11) – Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) Develop questions for formal and informal inquiry

(E) Locate relevant sources

(I) Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

### **High School English 3**

L10.38(c)(5) – Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(B) Write responses that demonstrate analysis of texts, including comparing texts within and across genres

(C) Use text evidence and original commentary to support an analytic response

(H) Respond orally or in writing with appropriate register and effective vocabulary, tone, and voice

L10.38(c)(10) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(B) Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft

L10.38(c)(11) – Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) Develop questions for formal and informal inquiry

(E) Locate relevant sources

(I) Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

### **High School English 4**

L10.39(c)(5) – Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(B) Write responses that demonstrate analysis of texts, including comparing texts within and across genres

(C) Use text evidence and original commentary to support an evaluative response

(H) Respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice

110.39(c)(10) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(B) Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft

110.39(c)(11) – Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) Develop questions for formal and informal inquiry

(E) Locate relevant sources

(I) Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

## LESSON 3 | CONNECTIONS THROUGH TIME AND SPACE: WHEN CLAY COMES ALIVE

### LEARNING GOALS/OBJECTIVES: The students will...

- e) **Knowledge:** Learn about how Pueblo pottery connects Pueblo community members through time and space.
- f) **Skills:** Learn and employ pottery making techniques.
- g) **Creation:** Make a pottery vessel.
- h) **Value:** Value the various ways in which we all make and maintain connections through time and space.

### Texas Essential Knowledge and Skills for Fine Arts

#### Kindergarten – Grade 5 Standards Kindergarten

117.102(b)(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) Create artworks using a variety of lines, shapes, colors, textures, and forms
- (C) Use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, constructing artworks, and sculpting, including modeled forms

#### Grade 1

117.105(b)(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) Invent images that combine a variety of lines, shapes, colors, textures, and forms
- (C) Increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms

117.105(b)(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 culture. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

(B) Demonstrate an understanding that art is created globally by all people throughout time

## **Grade 2**

117.108(b)(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) Express ideas and feeling in personal artworks using a variety of lines, shapes, colors, textures, forms, and space

(B) Create compositions using the elements of art and principles of design

(C) Identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials

117.108(b)(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 culture. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

(A) Interpret stories, content, and meanings in a variety of artworks

(B) Examine historical and contemporary artworks created by men and women, making connections to various cultures

## **Grade 3**

117.111(b)(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

(B) Create compositions using the elements of art and principles of design

(C) Produce drawings; paintings; prints; sculpture; including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation, art, digital art and media, and photographic imagery using a variety of materials

117.111(b)(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 culture. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

- (A) Identify simple main ideas expressed in artworks from various times and places
- (B) Compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures

#### **Grade 4**

117.114(b)(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
- (B) Create compositions using the elements of art and principles of design
- (C) Produce drawings; paintings; prints; sculpture; including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials

117.114(b)(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 culture. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

- (A) Compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions
- (B) Compare purpose and content in artworks created by historical and contemporary men and women, making connections to various cultures

#### **Grade 5**

117.117(b)(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
- (B) Create compositions using the elements of art and principles of design
- (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

117.117(b)(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 culture. 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

### **Middle School Standards**

#### **Middle School I**

117.202(c)(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) Create original artworks based on direct observations, original sources, personal experiences, and the community
- (C) Produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials

117.202(c)(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 culture. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

- (B) Identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation
- (C) Explain the relationships that exist between societies and their art and architecture

## **Middle School 2**

117.203(b)(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) Create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community

(C) Apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media

117.203(b)(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 culture. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

(A) Analyze ways that global, cultural, historical, and political issues influence artworks

## **Middle School 3**

117.204(b)(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) Create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community

(C) Create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media

117.204(b)(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 culture. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

(B) Analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy

## High School Standards

### High School 1

117.302(c)(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:

(D) Create original artwork to communicate thoughts, feelings, ideas, or impressions

(F) Demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media

117.302(c)(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 culture. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

(B) Describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage

### High School 2

117.303(c)(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) Create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent

(D) Create original artwork to communicate thoughts, feelings, ideas, or impressions

(F) Select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media

117.303(c)(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 culture. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

(B) Analyze specific characteristics in artwork from a variety of cultures

### **High School 3**

117.304(c)(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) Create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent

(D) Create original artwork to communicate thoughts, feelings, ideas, or impressions

(F) Select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media

### **High School 4**

117.305(c)(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:

(D) Create original artwork to communicate thoughts, feelings, ideas, or impressions

(F) Create artwork, singularly and in a series, by selecting from a variety of art material as tools appropriate to course work in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media

## **Texas Essential Knowledge and Skills for English Language Arts and Reading**

### **Highschool Standards**

#### **High School English I**

110.36(c)(4) – Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(A) Establish purpose for reading assigned and self-selected texts

(E) Make connections to personal experiences, ideas in other texts, and society

(F) Make inferences and use evidence to support understanding

110.36(c)(5) – Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) Describe personal connections to variety of sources, including self-selected texts

(G) Discuss and write about the explicit or implicit meanings of text

## **High School English 2**

110.37(c)(4) – Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(A) Establish purpose for reading assigned and self-selected texts

(E) Make connections to personal experiences, ideas in other texts, and society

(F) Make inferences and use evidence to support understanding

110.37(c)(5) – Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) Describe personal connections to variety of sources, including self-selected texts

(G) Discuss and write about the explicit or implicit meanings of text

## **High School English 3**

110.38(c)(4) – Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(A) Establish purpose for reading assigned and self-selected texts

(E) Make connections to personal experiences, ideas in other texts, and society

(F) Make inferences and use evidence to support understanding

110.38(c)(5) – Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) Describe personal connections to variety of sources, including self-selected texts

(G) Discuss and write about the explicit or implicit meanings of text

#### **High School English 4**

110.39(c)(4) – Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(A) Establish purpose for reading assigned and self-selected texts

(E) Make connections to personal experiences, ideas in other texts, and society

(F) Make inferences and use evidence to support understanding

110.39(c)(5) – Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) Describe personal connections to a variety of sources, including self-selected texts

(G) Discuss and write about the explicit or implicit meanings of text

## LESSON 4 | ANCESTORS: POTTERY THAT REMEMBERS FORWARD

### LEARNING GOALS/OBJECTIVES: The students will...

- a) **Knowledge:** Learn about how Pueblo pottery connects Pueblo people across generations.
- b) **Skills:** Engage in self-reflection and practice writing about art.
- c) **Creation:** Synthesize thought and feelings about pottery into exhibition writing.
- d) **Value:** Value the connection between Pueblo pottery and Pueblo ancestors and the ways in which objects carry meaning.

### Texas Essential Knowledge and Skills for Fine Arts

#### Middle School Standards

##### Middle School I

117.202(c)(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 original artworks. The student is expected to:

(D) Discuss the expressive properties of artworks such as appropriation, meaning, narrative message and symbol using art vocabulary accurately

117.202(c)(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:

(C) Explain the relationship that exists between societies and their art and architecture

117.202(c)(4) – Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgements and reasoned evaluations. The student is expected to:

(A) Create written or oral responses to artwork using appropriate art vocabulary

(B) Analyzing original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork

## **Middle School 2**

117.203(b)(4) – Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgements and reasoned evaluations. The student is expected to:

- (A) Create written or oral responses about personal or collaborative artworks addressing purpose, technique, organizations, judgment, and personal expression
- (B) Analyzing original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork

## **Middle School 3**

117.204(b)(4) – Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgements and reasoned evaluations. The student is expected to:

- (A) Create written or oral responses about personal or collaborative artworks addressing purpose, technique, organizations, judgment, and personal expression
- (B) Analyze original artworks and portfolios using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork

## **High School Standards**

### **High School I**

117.302(c)(4) – Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgements and reasoned evaluations. The student is expected to:

- (A) Interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites
- (B) Evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork
- (D) Select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings



## High School 2

117.303(c)(4) – Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgements and reasoned evaluations. The student is expected to:

- (A) Interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites
- (B) Evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork
- (C) Use responses to artwork critiques to make decisions about future directions in personal work
- (E) Select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings

## High School 3

117.304(c)(4) – Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgements and reasoned evaluations. The student is expected to:

- (B) Evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork
- (C) Analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness
- (D) Use responses to artwork critiques to make decisions about future directions in personal work
- (F) Select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings

## High School 4

117.305(c)(4) – Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgements and reasoned evaluations. The student is expected to:

(B) Evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork

(C) Analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness

(D) Use responses to artwork critiques to make decisions about future directions in personal work

## **Texas Essential Knowledge and Skills for English Language Arts and Reading**

### **Middle School Standards**

#### **Grade 6**

110.22(b)(1) – Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) Listen actively to interpret a message, ask clarifying questions, and respond appropriately

(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.

110.22(b)(11) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft

#### **Grade 7**

110.23(b)(1) – Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) Listen actively to interpret a message, ask clarifying questions that build on others' ideas

110.23(b)(11) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft

## **Grade 8**

110.24(b)(11) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft

## **High School Standards High School English I**

110.36(c)(1) – Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes

110.36(c)(8) – Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning withing a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) Analyze the author's purpose, audience, and message within a text

(B) Analyze use of text structure to achieve the author's purpose

(D) Analyze how the author's use of language achieves specific purposes

110.36(c)(9) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

(A) Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing

110.36(c)(10) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) Compose literary texts such as fiction and poetry using genre characteristics and craft

## **High School English 2**

110.37(c)(1) – Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes

110.37(c)(8) – Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning with a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) Analyze the author’s purpose, audience, and message within a text

(B) Analyze use of text structure to achieve the author's purpose

(D) Analyze how the author’s use of language informs and shapes the perception of readers

(E) Analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes

110.37(c)(9) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

(A) Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing

110.37(c)(10) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) Compose literary texts such as fiction and poetry using genre characteristics and craft

### **High School English 3**

110.38(c)(8) – Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning withing a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) Analyze the author’s purpose, audience, and message within a text

(B) Evaluate use of text structure to achieve the author's purpose

(D) Evaluate how the author’s use of language informs and shapes the perception of readers

110.38(c)(9) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

(A) Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing

110.38(c)(10) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) Compose literary texts such as fiction and poetry using genre characteristics and craft

### **High School English 4**

110.39(c)(8) – Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning withing a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) Evaluate the author’s purpose, audience, and message within a text

(B) Evaluate use of text structure to achieve the author's purpose

110.39(c)(9) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

(A) Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing

110.39(c)(10) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) Compose literary texts such as fiction and poetry using genre characteristics and craft

#### **Lesson 4: Standards for Supplementary Connections**

#### **Texas Essential Knowledge and Skills for English Language Arts and Reading**

#### **Middle School Standards**

#### **Grade 6**

110.22(b)(8) – Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

(B) Analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms

110.22(b)(9) – Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning withing a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) Explain the author's purpose and message within a text

(B) Analyze how the use of text structure contributes to the author's purpose

(D) Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes

(F) Analyze how the author's use of language contributes to mood and voice

110.22(b)(11) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft

## **Grade 7**

110.23(b)(8) – Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

(B) Analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms

110.23(b)(9) – Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning withing a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) Explain the author’s purpose and message within a text

(B) Analyze how the use of text structure contributes to the author's purpose

(D) Describe how the author’s use of figurative language such as metaphor and personification achieves specific purposes

(F) Analyze how the author’s use of language contributes to mood, voice, and tone

110.23(b)(11) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft

## **Grade 8**

110.24(b)(9) – Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how

they influence and communicate meaning withing a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (A) Explain the author's purpose and message within a text
- (B) Analyze how the use of text structure contributes to the author's purpose
- (F) Analyze how the author's use of language contributes to mood, voice, and tone

110.24(b)(11) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (A) Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft

## **High School Standards**

### **High School English I**

110.36(c)(7) – Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (B) Analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms

110.36(c)(8) – Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning withing a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (A) Analyze the author's purpose, audience, and message within a text
- (B) Analyze use of text structure to achieve the author's purpose
- (D) Analyze how the author's use of language achieves specific purposes
- (F) Analyze how the author's diction and syntax contribute to mood, voice, and tone of a text



110.36(c)(10) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) Compose literary texts such as fiction and poetry using genre characteristics and craft

## **High School English 2**

110.37(c)(7) – Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

(B) Analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slat, and eye; and other conventions in poems across a variety of poetic forms

110.37(c)(8) – Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning withing a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) Analyze the author’s purpose, audience, and message within a text

(B) Analyze use of text structure to achieve the author's purpose

(D) Analyze how the author’s use of language informs and shapes the perception of readers

(F) Analyze how the author’s diction and syntax contribute to mood, voice, and tone of a text

110.37(c)(10) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) Compose literary texts such as fiction and poetry using genre characteristics and craft

## **High School English 3**

110.38(c)(8) – Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning withing a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (A) Analyze the author's purpose, audience, and message within a text
- (B) Evaluate use of text structure to achieve the author's purpose
- (D) Evaluate how the author's use of language informs and shapes the perception of readers
- (F) Evaluate how the author's diction and syntax contribute to mood, voice, and tone of a text

110.38(c)(10) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (A) Compose literary texts such as fiction and poetry using genre characteristics and craft

#### **High School English 4**

110.39(c)(8) – Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning withing a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (A) Evaluate the author's purpose, audience, and message within a text
- (B) Evaluate use of text structure to achieve the author's purpose
- (D) Critique and evaluate how the author's use of language informs and shapes the perception of readers
- (F) Evaluate how the author's diction and syntax contribute to mood, voice, and tone of a text

110.39(c)(10) – Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (A) Compose literary texts such as fiction and poetry using genre characteristics and craft