



TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

Representing the expectation of learning for the course(s) listed

8th Grade Art TEKS

Art, Grade 8

(b) Introduction.

- (1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.
- (2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(c) Knowledge and skills.

- (1) Perception. The student develops and organizes ideas from the environment. The student is expected to
 - (A) direct observation, imagination, and personal experience and from experiences at school and community events; and
 - (B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.
- (2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
 - (A) create artworks integrating themes found through direct observation, personal experiences, and imagination;
 - (B) apply design skills to communicate effectively ideas and thoughts in everyday life; and
 - (C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiber art, photography/film making, and electronic media-generated art, traditionally and experimentally.
- (3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
 - (A) analyze ways in which electronic media/technologies have influenced art;



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- (B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes; and
- (C) survey career and vocational opportunities in art.
- (4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:
 - (A) analyze with the teacher or peers personal artworks in progress, using critical attributes, and participate in individual and group critiques; and
 - (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.