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; and

(C) discuss the elements of art as building blocks and the principles of design as

organizers of works of art.

(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; and

(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.

(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;

(B) compare purpose and content in artworks created by historical and

contemporary men and women, making connections to various cultures;

(C) connect art to career opportunities for positions such as architects, animators,

cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators,

interior designers, photographers, and web designers; and

(D) investigate connections of visual art concepts to other disciplines.

(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

judgments and reasoned evaluations. The student is expected to:

(A) evaluate the elements of art, principles of design, intent, or expressive

qualities in artworks of self, peers, and historical and contemporary artists;

(B) use methods such as written or oral response or artist statements to identify

emotions found in collections of artworks created by self, peers, and major

historical or contemporary artists in real or virtual portfolios, galleries, or art

museums; and

(C) compile collections of personal artworks for purposes of self-assessment or

exhibition such as physical artworks, electronic images, sketchbooks, or

portfolios.

Source: The provisions of this §117.114 adopted to be effective July 28, 2013, 38 TexReg 4575.