

## TEKS Alignment with Tour Activities – First Grade

### §117.105. Art, Grade 1

b) Knowledge and skills.

**(1) Foundations: observation and perception.**

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning, 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.

**(2) Creative expression.**

The student communicates ideas through original artworks using a variety of media with appropriate skills.

- (A) invent images that combine a variety of lines, shapes, colors, textures, and forms;
- (B) place components in orderly arrangements to create designs; and
- (C) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms.

**(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;
- (B) demonstrate an understanding that art is created globally by all people throughout time;
- (C) discuss the use of art in everyday life; and
- (D) relate visual art concepts to other disciplines.

### LMFA Student Objectives

Using a variety of strategies, students are encouraged to:

**Look | Describe | Think | Connect**  
while on a docent tour.

### §113.12. Social Studies, Grade 1

**(15) Culture.**

The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:

- (A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities; and
- (B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities.

### §110.12. English Language Arts and Reading, Grade 1

**(27) Listening and Speaking/Listening.**

Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

- (A) listen attentively to speakers and ask relevant questions to clarify information; and
- (B) follow, restate, and give oral instructions that involve a short related sequence of actions.

**(28) Listening and Speaking/Speaking.**

Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

## TEKS Alignment with Tour Activities – Second Grade

### §117.108. Art, Grade 2

b) Knowledge and skills.

#### (1) Foundations: observation and perception.

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:

(A) compare and contrast variations in objects and subjects from the environment using the senses; and

(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.

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

### LMFA Student Objectives

Using a variety of strategies, students are encouraged to:

**Look | Describe | Think | Connect**  
while on a docent tour.

### §113.13. Social Studies, Grade 2

#### (15) Culture.

The student understands the significance of works of art in the local community. The student is expected to:

(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and

(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.

### LMFA Student Objectives

Students have the opportunity to view works of art from a local artist. From this viewing they are able to connect the significance of the artists usage of materials to East Texas.

- How is his art reflective of East Texas?
- How is this a reflection of our culture?

### §110.13. English Language Arts and Reading, Grade 2

#### (28) Listening and Speaking/Listening.

Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively to speakers and ask relevant questions to clarify information; and

(B) follow, restate, and give oral instructions that involve a short related sequence of actions.

#### (29) Listening and Speaking/Speaking.

Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

### LMFA Student Objectives

Students are led through the museum in a formal manner with the expectation of following the rules and listening to the information given by the docent. Through question and response, students will have the opportunity to communicate ideas, opinions and thoughts regarding the artwork.

## TEKS Alignment with Tour Activities – Third Grade

### §117.111. Art, Grade 3

b) Knowledge and skills.

#### (1) Foundations: observation and perception.

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:

(A) 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; 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;

#### (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;

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

### LMFA Student Objectives

Using a variety of strategies, students are encouraged to:

**Look | Describe | Think | Connect**  
while on a docent tour.

### §110.14. English Language Arts and Reading, Grade 3

#### (29) Listening and Speaking/Listening.

Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and

(B) follow, restate, and give oral instructions that involve a series of related sequences of action.

#### (30) Listening and Speaking/Speaking.

Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

#### (31) Listening and Speaking/Teamwork.

Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

### LMFA Student Objectives

Students are led through the museum in a formal manner with the expectation of following the rules and listening to the information given by the docent. Through question and response, students have the opportunity to communicate ideas, opinions and thoughts regarding the artwork.

## TEKS Alignment with Tour Activities – Fourth Grade

### §117.114. Art, Grade 4

b) Knowledge and skills.

#### (1) Foundations: observation and perception.

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to: (A) 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.

### LMFA Student Objectives

Using a variety of strategies, students are encouraged to:

**Look | Describe | Think | Connect**  
while on a docent tour.

### §110.15. English Language Arts and Reading, Grade 4

#### (27) Listening and Speaking/Listening.

Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and (B) follow, restate, and give oral instructions that involve a series of related sequences of action.

#### (28) Listening and Speaking/Speaking.

Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.

#### (29) Listening and Speaking/Teamwork.

Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

### LMFA Student Objectives

Students are led through the museum in a formal manner with the expectation of following the rules and listening to the information given by the docent.

Through question and response, students have the opportunity to communicate ideas, opinions and thoughts regarding the artwork.

## TEKS Alignment with Tour Activities – Fifth Grade

### §117.117. Art, Grade 5

b) Knowledge and skills.

#### (1) Foundations: observation and perception.

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to: (A) develop and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art; (B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and (C) discuss the elements of art as building blocks and the principles of design as organizers of works of art.

#### (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, digital art and media, and photographic imagery using a variety of 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 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.

### LMFA Student Objectives

Using a variety of strategies, students are encouraged to:

**Look | Describe | Think | Connect**  
while on a docent tour.

### §110.16. English Language Arts and Reading, Grade 5

#### (27) Listening and Speaking/Listening.

Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective; (B) follow, restate, and give oral instructions that include multiple action steps; and (C) determine both main and supporting ideas in the speaker's message.

#### (28) Listening and Speaking/Speaking

Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

### LMFA Student Objectives

Students are led through the museum in a formal manner with the expectation of following the rules and listening to the information given by the docent. Through question and response, students have the opportunity to communicate ideas, opinions and thoughts regarding the artwork.

### §113.15. Social Studies, Grade 5

#### (21) Culture.

The student understands the relationship between the arts and the times during which they were created. The student is expected to: (B) explain how examples of art, music, and literature reflect the times during which they were created.