Expert Feedback on the Fine Arts TEKS

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1. Is a complete and logical development of fine arts concepts followed for each grade level or course? What recommendations do you have for improvements?

I decided to only review the draft of visual art from Kindergarten through high school level. I have commented on the items that I felt were inconsistent or needed further clarification. The information follows.

2. have the correct vocabulary and terminology been used?

I have made suggestions throughout the entire draft of June 2012.

3. Are there specific areas that need to be reworked?

I have made suggestions on this matter at the beginning of the review. Based on demographics of the state and country, I have suggested that an additional type of aesthetics (Eastern vs Western) be augmented. The aesthetics of "formalism" which is the basis for criteria in art production in this country is over a century old and does merit the needs of the population that the state is serving. If need be, perhaps just adding concepts of identity, etc. might remedy the situation. Refer to the

Comments on Recommenda

sake" which refers to art which claims to derive its value from formal qualities rather than from intellectual, political or social content.

The aesthetics factors of visual art in this country are derived from European formalism, influenced by the Gestalt theory of psychology formulated by an Austrian in the 1890s and then appropriated into visual art and design at the turn of the 20th century with the arrival of modernism. It was developed to verify that the whole was more than the sum of its parts in composition and design. If the committee does want to increase the awareness and appreciation of diversity of cultures through art, then it might be necessary to include a study in multiculturalism which embraces and recognizes cultural diversity and contemporary art which seeks to express concepts/issues, the environment, gender, technology, iconography, and a spiritual dimension. Perhaps even the influence of postmodernism would be necessary to expose the movement that rejected the universal meaning and hierarchies of art and embraced intellectual theories, intermedia, installation, semiotics, deconstruction, recycling past styles and themes, while even mixing ideas/objects, layering, juxtapositioning, and appropriating.

Under the First Draft, June 2012, TEKS Fine Arts, Edits of the Art: Kindergarten, Grades 1-5

The text in italics and bold are suggestions that I am making to the First Draft.

On page 1, section a-2 of Art, Kindergarten, in the first sentence, under the Four Basic strands, there is a deletion of the word, "performance" and substantiated by relevant to visual arts. However, there is a discipline of performance art in higher education which is not related to the drama discipline. In contemporary art, there is much art expression through "performance art."

On page 1, section a-2, in the third sentence, I suggest an addition to the sentence. "Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to : surroundings, communities, memories, imagining, and life experiences and storytelling and family, as sources for thinking about planning, and creating original artworks."

On page 1, section a –2, in the last sentence, I suggest an addition to the sentence. "While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments and initiate a foundation to appreciate and value visual art."

On page 2, section (b) Knowledge and Skills, under section (1) (B),
"identify Elements of Art: line, shape, color, texture, and form, and the Principles of Design: pattern/repetition and balance in the environment."

I want to question if not all of the Elements of Art and Principles of Design will be studied? The visual elements of art include line/points, shape, color, value, texture, space, and time/motion. The principles of design include unity/harmony, balance, scale/proportion, emphasis/contrast, movement/rhythm, variety, and pattern/repetition.

I would also suggest that instead of using the word “form” in the Elements of Art that the word “shape” be used in lieu. The word “form” has various meanings, particularly in visual art, it can

On page 11, Art Grade 3, under (1) (A), the comment that symbols are appropriate for higher grade levels, would it be appropriate to teach the students about color associations and their significance at this grade level?

On page 11, Art Grade 3, under (1) (B), are the entire elements of art and principles of design incorporated in the students studies? Isn't value a property of color?

On page 12, Art Grade 3, under (2) (C), I would like to suggest that the students produce installation art, such as Day of the Dead or Ancestral Celebrations, and new media, such as animation. The animation production is really quite simple. I had students produce animation videos from Elementary levels. They wrote their own stories, collaborated, did the artwork, story book, and filmed it. An adult visiting artist did the editing for them.

On page 12, Art Grade 3, under (3), I would like to add that the student demonstrates an understanding and appreciation of vernacular art of his or her community.

On page 12, Art Grade 3, under (4) (A), I would suggest that the student examine the artworks of self, peers, and historical and contemporary artists, but also outsider artists, self-taught artists, and local artists.

On page 13, Art Grade 3, under (4) (C), I would suggest that some written essays or reports be interpretations of artwork produced by the student, or peers, or artists.

On page 14, Art Grade 4, under (a) (2), I would suggest that under:
"Students rely on personal observations and perceptions which are developed through increasing visual literacy and sensitivity to: surroundings, communities, memories, narratives, imaginings, and life experiences as sources for thinking about planning, and creating original artworks."

On page 14, Art Grade 4, under (a) (2), I would suggest that on the last sentence, a phrase stating that students are expected to develop an appreciation for visual art be added.

On page 16, Art Grade 4, under (2) (C), I would suggest that installation art be added.

On page 16, Art Grade 4, under (4) ( ), I would suggest that the student consider using some type of text using phrases, or coded words, into his or her artmaking.

On page 17, Art Grade 5, under (a) (2), I would suggest that in the last sentence I comment be added to emphasize the expectation that the student needs to initiate a commitment to become a global citizen.

On page 19, Art Grade5, under (4) (a), I would suggest that a phrase be added to include the examination of utilized media in the art production. I would also add a sentence that it is the expectation or objective of the student to learn to appreciate art and integrate it into their own personal lives.

First Draft, June 2012, TEKS, Fine Arts: Middle School Art, Grades 6, 7, & 8

On page 1, Art Grade 6, under (a) (2), in the last sentence, I would that a comment that expectations of the students are to become contributing members of society and also global citizens.

counter), imaginings, and life experiences (self-identity and reclamation), as sources for thinking about, planning, and creating original artworks."

Art. Level I, page 1, under (a) (2):
The last sentence can state that students are expected to become contributing members of society and global citizens.

Art Level I, page 2, under (1) (A):
and memory to the sentence.

Art Level I, page 3, under (2):
"Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. Students express their thoughts and ideas creatively, while challenging their imaginations, fostering reflective thinking, and developing disciplines effort and strong work ethic, and progressive problem-solving skills."

Art Level I, page 3, under (2) (A):
"…problem-solving through direct observation, original sources, experiences, narrations, and imagination;"

Art Level I, page 3, under (2) (D):
Add social commentaries

Art Level I, page 3, under (2) (F):
Add experimental media

Art Level I, page 3, under (3) (E):
Add that the student must research and reclaim-identity or self-representation to empower self and provide source for artmaking.

Art Level II, page 6, under (c), Knowledge and skills, (1) on the second sentence:
"Students use what they see, know, and have experienced, reclaimed, and refigured as sources for examining, understanding, and creating original artworks."

Art Level II, page 6, under (C) (1) (A), add :
Use visual comparisons to illustrate concepts and ideas for original artworks from direct observation, original sources, experiences, narration, and imagination."

Art Level II, page 7, under (1) (D), add:
" explore suitability of art media and processes such as (content, meaning, message, appropriation, and metaphor), …"

Art Level II, page 7, under (2) (F), I suggest the following be added:
" select from a variety of art media and tools to communicate …photography, installation art, constructivism, and digital art and media."

Art Level II, page 8, under (3), on the third sentence, insert:
“Students develop global awareness and plurality, a respect for diversity, their traditions and contributions of diverse cultures.”

Art Level II, page 8, under (3) (C), insert:
“collaborate on community-based art projects, such as public; and”

Art Level II, page 8, under (4) (C), insert:
“utilize responses to artwork critiques to make decisions about future directions in personal work; examine and research the concept of identity as impetus for creating own iconography, a personal coded visual language.”

Art Level III, page 12, under (3), add:
“ the student demonstrates an understanding of diverse customs, …and contemporary visual cultures and artmaking.”

Art Level III, page 12, under (3) (B), add:
“distinguish the correlation between … specific characteristics and influences of various cultures and contemporary artworks;”

Art level III, page 12, under (3) (C), it is stated that the student is expected to develop a plan of action for career, entrepreneurial, avocational and relevant art opportunities with a global economy. Does the school have the resources to support this? I think that this might be a bit demanding. Perhaps requiring the students to learn to research and prepare grant applications for art funding for specific projects might be more realistic.

Also if the student is being required to do community projects, then the student could be required to investigate material techniques and funding sources for such as project, such as a mural. Then the student could also be required to prepare a plan of action, prototype, budget, calendar, and contract. This might be more realistic and within reach and possibilities. Other possibilities might be local exhibitions in the community focusing on the history or interests of that community, such as a photographic exhibition of the history of a community. The student could seek old photos from members of that community and curate such an exhibition. The student could also prepare the proposals to secure the funding and publicity.

Art Level III, page 12, under (4) (A), add the following:
“interpret, evaluate, and justify artistic decision in artworks based on …and a variety of visual ideas, and understanding of creative formal issues.”

Art Level III, page 12, under (4) (B), insert
“evaluate and analyze artworks using a method of critique (such as describe artwork, analyze the way it is organized, interpret the artist’s intention, such as concepts of intention and cultural refiguring, to evaluate the success of the artwork.”

Art Level III, page 12, under (4) (C), I suggest that the student insert more effort in research of his art production by writing an essay, instead of just an artist’s statement. The essay would require research and quotes and influences of art trends, artists, and other sources.