

COLOR PLAY

TEKS Alignment

CHAPTER 117: FINE ARTS

❖ Subchapter A: Elementary School

Color Play covers the following knowledge and skills of elementary fine arts:

Perception. Students will use the five senses to identify colors, textures and forms in the environment. Students will identify similarities, differences, and variations among subjects, using the senses; and identify color, texture, form, line, and emphasis in nature and in the human-made environment. Students will identify art elements such as color, texture, form, line, space and value, and art principles such as emphasis, pattern, rhythm, balance, proportion and unity in artworks. Students will choose appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value, and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity.

Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. Students will create artworks, using a variety of colors; to arrange forms intuitively to create artworks; and to develop manipulative skills when drawing, painting, printmaking, and constructing artworks, using a variety of materials. Students will invent images that combine a variety of colors, forms, and lines; and to place forms in orderly arrangement to create designs.

❖ Subchapter B: Middle School

Color Play covers the following knowledge and skills of middle school fine arts:

Perception. Students will analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space and value, and principles such as emphasis, pattern, rhythm, balance, proportion and unity, using art vocabulary appropriately.

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CHAPTER 112: SCIENCE

❖ Subchapter A: Elementary School

Color Play covers the following knowledge and skills of elementary level science:

Scientific processes. The student participates in field investigations following school safety procedures. The student is expected to demonstrate safe practices during field investigations. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to plan and conduct simple descriptive investigations; to gather information using simple equipment and tools to extend the senses; and to communicate findings about simple investigations. The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured. The student is expected to identify and use senses as tools of observation; and make observations using tools.

Science concepts. The student knows that objects and events have properties and patterns. The student is expected to classify and sequence objects and events based on properties and patterns; and to identify, predict, replicate, and create patterns including those seen in charts, graphs, and numbers. The student knows that many types of change occur. The student is expected to observe, measure, record, analyze, predict, and illustrate changes in color, position, and quantity. The student knows that energy occurs in many forms. The student is expected to identify and demonstrate everyday examples of how light is reflected and refracted.

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CHAPTER 112: SCIENCE (cont'd)

❖ Subchapter B: Middle School

Color Play covers the following knowledge and skills of middle school science:

Scientific processes. The student uses scientific inquiry methods during field investigations. The student is expected to ask questions, formulate testable hypotheses using equipment and technology; collect data by observing and measuring; analyze and interpret information to construct reasonable explanations from direct and indirect evidence; and communicate valid conclusions.

❖ Subchapter C: High School

Color Play covers the following knowledge and skills of high school science:

Integrated Physics and Chemistry. The student knows the effects of waves on everyday life. The student is expected to demonstrate wave interactions including interference, polarization, reflection and refraction.

Physics. The student knows the characteristics and behavior of waves. The student is expected to examine and describe a variety of waves propagated in various types of media and describe behaviors such as reflection and refraction.