



Course Overview

Unit Title	Unit Summary
<u>Copyright and Fair Use</u>	In this unit, students will differentiate between copyright, creative commons, and public domain. They will have the opportunity to research sources of all types and learn how to effectively use the resources they discover.
<u>Software and Tech</u>	In this unit, the students will learn about various applications, how to navigate them, and find appropriate files with the file explorer.
<u>Elements of Art</u>	In this unit, students will understand how to identify the elements of art in their own and other's creations. Students will understand, through practical application and creation, how to utilize the elements of art to create powerful and engaging designs.
<u>Principles of Design</u>	In this unit, students will understand how to identify the principles of design in their own and other's creations. Students will understand, through practical application and creation, how to utilize the principles of design to create powerful and engaging designs.
<u>Photography, Composition, and Technique</u>	In this unit, students will understand the tools needed to take a quality photograph that uses proper compositional elements. The students will also have an opportunity to practice critiquing skills of their artwork and the artwork of others.
<u>Image Editing</u>	During this unit, students will learn to load images into various editing programs such as Photoshop. The students will learn to edit those photographs and save them in appropriate file formats.
<u>Intro to After Effects</u>	In this unit, students will understand how to utilize the tools in the After Effects software. The students will identify key panels and features while creating a workflow for dynamic animations.
<u>Career Studies</u>	In this unit, students will research and analyze the various careers that exist in the field of digital art and animation. The students will understand the knowledge and skill sets that are required to successfully gain entry to those various types of careers.
<u>Illustration and Perspective</u>	In this unit, students will learn to use perspective to create the illusion of space and create 3D effects to enhance this illusion. The students will utilize digital tools to create the artwork, creating texture and visual interest.

Digital Art and Animation

<u>Graphic Design/Product Design</u>	This unit introduces students to the importance and impact of graphic design in everyday life. The students will recognize and create with typography, color theory, and composition to create appealing designs for a wide variety of audiences.
<u>Storytelling, Character Design, and Storyboarding</u>	This unit teaches students how to understand and effectively engage and communicate through storytelling. Students will explore techniques and evaluate the success of storytelling and character development.
<u>Animation History, Basics, and Concepts</u>	In this unit, students will identify and describe key milestones in the evolution of animation. They will differentiate between types of animation based on production methods and visual style.
<u>Animation</u>	In this unit, students will effectively plan, create, and refine animations using appropriate software and tools. The students will apply principles of motion, timing, and visual design to produce engaging and visually appealing animations with engaging storytelling.
<u>Audio/Video Editing</u>	In this unit, students will effectively use audio and video editing techniques and tools to enhance multimedia content. Students will overcome challenges related to audio/video synchronization, editing techniques, and various file formats.
<u>Collaborative Production</u>	This unit allows for students to work together to create a production sample that allows for them to share files, critique each other, and produce a project that highlights the techniques and skills learned.
<u>Series Creation/Portfolio Building</u>	In this unit, students will compile a collection of rough drafts from which they will build and create final products. The students will manage workflow and pace themselves appropriately to complete a large scale solo project.
<u>Portfolio Review/Self Critique</u>	In this unit, students will create, edit, and share pdf files of their individual artworks. They will effectively self evaluate and build a collection of work that showcases what they have learned/mastered throughout the course.

Standards for Copyright and Fair Use

Texas Essential Knowledge and Skills (TEKS)

- **Art TEKS**

- (2) Creative expression. The student communicates ideas through original artwork 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:
 - (C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;

- **Digital Art and Animation TEKS**

- (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:
 - (A) use vocabulary as it relates to digital art, audio, and animation
- (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:
 - (D) use the Internet to retrieve information in an electronic format
- (5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:
 - (A) discuss copyright laws/issues and use of digital information such as attributing ideas and citing sources using established methods
 - (B) define plagiarism and model respect of intellectual property
 - (D) evaluate the validity and reliability of sources

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Standards for Software and Tech

Texas Essential Knowledge and Skills (TEKS)

- **Art TEKS**

- (2) Creative expression. The student communicates ideas through original artwork 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:
 - (C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
 - (D) create original artwork to communicate thoughts, feelings, ideas, or impressions;

- **Digital Art and Animation TEKS**

- (1) Creativity and innovation. The student demonstrates digital editing tools and digital editing tools creative thinking, constructs established design principles knowledge, and develops such as consistency, innovative products and repetition, alignment, processes using technology. proximity, white space, image The student is expected to:
 - (J) edit files using appropriate digital editing tools and established design principles such as consistency, repetition, alignment, proximity, white space, image file size, color use, and font size, type, and style;
- (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:
 - (A) use vocabulary as it relates to digital art, audio, and animation;
 - (B) demonstrate the use of technology to participate in self-directed and collaborative activities within the global community;
 - (C) participate in electronic communities;
 - (G) publish and save information in a variety of ways, including print or digital formats;
- (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:
 - (A) distinguish between and correctly apply process color (RGB and CMYK), spot color, and black or white;
 - (B) research the history of digital art and animation;
 - (C) research career choices in digital art and animation;
 - (D) use the Internet to retrieve information in an electronic format;
- (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:
 - (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;
 - (B) make decisions regarding the selection and use of software and Internet resources;
 - (D) read, use, and develop technical documentation.

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Standards for Elements of Art

Texas Essential Knowledge and Skills (TEKS)

- **Art TEKS**

- (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 original artwork. The student is expected to:
 - (A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork;
 - (B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - (D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.
- (2) Creative expression. The student communicates ideas through original artwork 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) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - (B) communicate a variety of applications for design solutions;
 - (C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
 - (D) create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - (E) collaborate to create original works of art; and
- (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
 - (A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - (B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - (C) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning;

- **Digital Art and Animation TEKS**

- (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:
 - (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format;
 - (D) compare and contrast the rules of composition such as the rule of thirds or the golden section/rectangle with respect to harmony and balance;
 - (E) evaluate the fundamental concepts of a digital art and design such as composition, perspective, angles, lighting, repetition, proximity, white space, balance, and contrast;

- (J) edit files using appropriate digital editing tools and established design principles such as consistency, repetition, alignment, proximity, white space, image file size, color use, and font size, type, and style; and
- (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:
 - (A) use vocabulary as it relates to digital art, audio, and animation;
 - (B) demonstrate the use of technology to participate in self-directed and collaborative activities within the global community;
 - (C) participate in electronic communities;
 - (G) publish and save information in a variety of ways, including print or digital formats;
 - (I) critique original digital artwork, portfolios, and products with peers.
- (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:
 - (A) distinguish between and correctly apply process color (RGB and CMYK), spot color, and black or white;
 - (B) research the history of digital art and animation;
 - (C) research career choices in digital art and animation;
 - (D) use the Internet to retrieve information in an electronic format;
- (4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:
 - (H) define the design attributes and requirements of products created for a variety of purposes such as posters, billboards, logos, corporate identity, advertisements, book jackets, brochures, and magazines.
- (5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:
 - (C) demonstrate proper digital etiquette and knowledge of acceptable use policies when using technology; and
 - (D) evaluate the validity and reliability of sources.
- (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:
 - (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;
 - (B) make decisions regarding the selection and use of software and Internet resources;
 - (C) make necessary adjustments regarding compatibility issues with digital file formats, importing and exporting data, and cross-platform compatibility; and
 - (D) read, use, and develop technical documentation.

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Standards for Principles of Design

Texas Essential Knowledge and Skills (TEKS)

- **Art TEKS**

- (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 original artwork. The student is expected to:
 - (A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork;
 - (B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - (C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork; and
 - (D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.
- (2) Creative expression. The student communicates ideas through original artwork 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) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - (B) communicate a variety of applications for design solutions;
 - (C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
 - (D) create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - (E) collaborate to create original works of art; and
 - (F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.
- (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

- (A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - (B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - (C) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning
- Digital Art and Animation TEKS
 - (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:
 - (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format;
 - (D) compare and contrast the rules of composition such as the rule of thirds or the golden section/rectangle with respect to harmony and balance;
 - (E) evaluate the fundamental concepts of a digital art and design such as composition, perspective, angles, lighting, repetition, proximity, white space, balance, and contrast;
 - (H) use perspective, including backgrounds, light, shades and shadows, hue and saturation, and scale, to capture a focal point and create depth;
 - (I) use the basic principles of design such as proportion, balance, variety, emphasis, harmony, symmetry, and unity in type, color, size, line thickness, shape, and space;
 - (J) edit files using appropriate digital editing tools and established design principles such as consistency, repetition, alignment, proximity, white space, image file size, color use, and font size, type, and style; and
 - (K) identify pictorial qualities in a design such as shape and form, space and depth, or pattern and texture to create visual unity and desired effects in designs.
 - (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:
 - (A) use vocabulary as it relates to digital art, audio, and animation;
 - (B) demonstrate the use of technology to participate in self-directed and collaborative activities within the global community;
 - (C) participate in electronic communities;
 - (G) publish and save information in a variety of ways, including print or digital formats;
 - (I) critique original digital artwork, portfolios, and products with peers.

- (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:
 - (A) distinguish between and correctly apply process color (RGB and CYMK), spot color, and black or white;
 - (D) use the Internet to retrieve information in an electronic format;
- (4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:
 - (G) use a variety of lighting techniques such as shadows and shading to create effects; and
 - (H) define the design attributes and requirements of products created for a variety of purposes such as posters, billboards, logos, corporate identity, advertisements, book jackets, brochures, and magazines.
- (5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:
 - (C) demonstrate proper digital etiquette and knowledge of acceptable use policies when using technology; and
 - (D) evaluate the validity and reliability of sources.
 - operations. The student is expected to:
 - (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;
 - (B) make decisions regarding the selection and use of software and Internet resources;
 - (C) make necessary adjustments regarding compatibility issues with digital file formats, importing and exporting data, and cross-platform compatibility; and
 - (D) read, use, and develop technical documentation.

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Standards for Photography, Composition, and Critique

Texas Essential Knowledge and Skills (TEKS)

• Art TEKS

- (2) Creative expression. The student communicates ideas through original artwork 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:
 - (D) create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - (F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.
- (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 and contrast historical and contemporary styles while identifying general themes and trends;
 - (B) describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;
- (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
 - (C) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning; and

• Digital Art and Animation

- (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:
 - (D) compare and contrast the rules of composition such as the rule of thirds or the golden section/rectangle with respect to harmony and balance;
 - (E) evaluate the fundamental concepts of a digital art and design such as composition, perspective, angles, lighting, repetition, proximity, white space, balance, and contrast;
- (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:
- (A) use vocabulary as it relates to digital art, audio, and animation;
 - (B) demonstrate the use of technology to participate in self-directed and collaborative activities within the global community;
 - (C) participate in electronic communities;
 - (G) publish and save information in a variety of ways, including print or digital formats;
 - (I) critique original digital artwork, portfolios, and products with peers.
- (4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:
 - (H) define the design attributes and requirements of products created for a variety of purposes such as posters, billboards, logos, corporate identity, advertisements, book jackets, brochures, and magazines.

- (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:
 - (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;
 - (C) make necessary adjustments regarding compatibility issues with digital file formats, importing and exporting data, and cross-platform compatibility

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Standards for Image Editing

Texas Essential Knowledge and Skills (TEKS)

• Art TEKS

- (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 original artwork. The student is expected to:
 - (A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork;
- (2) Creative expression. The student communicates ideas through original artwork 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) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - (C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
 - (D) create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - (F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.
- (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
 - (A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - (B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - (C) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning

• Digital Art and Animation TEKS

- (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:
 - (D) compare and contrast the rules of composition such as the rule of thirds or the golden section/rectangle with respect to harmony and balance;
 - (E) evaluate the fundamental concepts of a digital art and design such as composition, perspective, angles, lighting, repetition, proximity, white space, balance, and contrast;
 - (J) edit files using appropriate digital editing tools and established design principles such as consistency, repetition, alignment, proximity, white space, image file size, color use, and font size, type, and style
- (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:

- (A) use vocabulary as it relates to digital art, audio, and animation;
- (B) demonstrate the use of technology to participate in self-directed and collaborative activities within the global community;
- (C) participate in electronic communities;
- (G) publish and save information in a variety of ways, including print or digital formats;
- (I) critique original digital artwork, portfolios, and products with peers.
- (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:
 - (A) distinguish between and correctly apply process color (RGB and CMYK), spot color, and black or white;
 - (B) research the history of digital art and animation;
 - (C) research career choices in digital art and animation;
 - (D) use the Internet to retrieve information in an electronic format;
- (5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:
 - (C) demonstrate proper digital etiquette and knowledge of acceptable use policies when using technology; and
 - (D) evaluate the validity and reliability of sources.
- (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:
 - (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;
 - (B) make decisions regarding the selection and use of software and Internet resources;
 - (C) make necessary adjustments regarding compatibility issues with digital file formats, importing and exporting data, and cross-platform compatibility; and
 - (D) read, use, and develop technical documentation.

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Standards for Intro to After Effects

Texas Essential Knowledge and Skills (TEKS)

- **Art Teks**

- (2) Creative expression. The student communicates ideas through original artwork 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) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - (B) communicate a variety of applications for design solutions;
 - (D) create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - (F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.
- (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
 - (B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;

- **Digital Art and Animation TEKS**

- (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:
 - (A) evaluate, edit, and create scripts for animations;
 - (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format;
 - (C) compare, contrast, and integrate the basic sound editing principles, including mixing and manipulating wave forms, audio tracks, and effects;
 - (D) compare and contrast the rules of composition such as the rule of thirds or the golden section/rectangle with respect to harmony and balance;
 - (E) evaluate the fundamental concepts of a digital art and design such as composition, perspective, angles, lighting, repetition, proximity, white space, balance, and contrast;
 - (G) distinguish among typefaces while recognizing and resolving conflicts that occur through the use of typography as a design element;
 - (H) use perspective, including backgrounds, light, shades and shadows, hue and saturation, and scale, to capture a focal point and create depth;
 - (I) use the basic principles of design such as proportion, balance, variety, emphasis, harmony, symmetry, and unity in type, color, size, line thickness, shape, and space;
 - (J) edit files using appropriate digital editing tools and established design principles such as consistency, repetition, alignment, proximity, white space, image file size, color use, and font size, type, and style; and
 - (K) identify pictorial qualities in a design such as shape and form, space and depth, or pattern and texture to create visual unity and desired effects in designs.

- (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:
 - (A) use vocabulary as it relates to digital art, audio, and animation;
 - (B) demonstrate the use of technology to participate in self-directed and collaborative activities within the global community;
 - (D) create technology specifications for tasks and rubrics for the evaluation of products;
 - (E) design and implement procedures to track trends, set timelines, and evaluate products;
 - (F) collaborate with peers in delineating technological tasks;
 - (G) publish and save information in a variety of ways, including print or digital formats;
 - (H) analyze and evaluate projects for design, content delivery, purpose, and audience; and
 - (I) critique original digital artwork, portfolios, and products with peers.
- (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:
 - (A) distinguish between and correctly apply process color (RGB and CYMK), spot color, and black or white;
 - (B) research the history of digital art and animation;
 - (C) research career choices in digital art and animation;
 - (D) use the Internet to retrieve information in an electronic format;
 - (E) demonstrate the appropriate use of digital imaging, video integration, and sound retrieved from an electronic format;
 - (F) import sounds from a variety of sources; and
 - (G) create planning designs such as rough sketches, storyboards, and brainstorming materials.
- (4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:
 - (A) distinguish between and use the components of animation software programs such as cast, score, stage, and the animation manipulation interface;
 - (B) distinguish between and use different animation techniques such as path and cell animation, onion skinning, and tweening;
 - (C) create three-dimensional effects by layering images such as foreground, middle distance, and background images;
 - (E) use the basic concepts of color and design theory such as working in a bitmapped and vector mode to create backgrounds, characters, and other cast members as needed for the animation;
 - (F) use the appropriate scripting language or program code to create an animation;
 - (G) use a variety of lighting techniques such as shadows and shading to create effects; and
 - (H) define the design attributes and requirements of products created for a variety of purposes such as posters, billboards, logos, corporate identity, advertisements, book jackets, brochures, and magazines.
- (5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:
 - (A) discuss copyright laws/issues and use of digital information such as attributing ideas and citing sources using established methods;
 - (B) define plagiarism and model respect of intellectual property;

- (C) demonstrate proper digital etiquette and knowledge of acceptable use policies when using technology; and
- (D) evaluate the validity and reliability of sources.
- (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:
 - (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;
 - (B) make decisions regarding the selection and use of software and Internet resources;
 - (C) make necessary adjustments regarding compatibility issues with digital file formats, importing and exporting data, and cross-platform compatibility; and
 - (D) read, use, and develop technical documentation.

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Standards for Career Studies

Texas Essential Knowledge and Skills (TEKS)

• Art TEKS

- (2) Creative expression. The student communicates ideas through original artwork 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) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - (B) communicate a variety of applications for design solutions;
 - (D) create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - (F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.
- (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
 - (B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;

• Digital Art and Animation TEKS

- (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:
 - (A) evaluate, edit, and create scripts for animations;
 - (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format;
 - (C) compare, contrast, and integrate the basic sound editing principles, including mixing and manipulating wave forms, audio tracks, and effects;
 - (D) compare and contrast the rules of composition such as the rule of thirds or the golden section/rectangle with respect to harmony and balance;
 - (E) evaluate the fundamental concepts of a digital art and design such as composition, perspective, angles, lighting, repetition, proximity, white space, balance, and contrast;
 - (H) use perspective, including backgrounds, light, shades and shadows, hue and saturation, and scale, to capture a focal point and create depth;
 - (I) use the basic principles of design such as proportion, balance, variety, emphasis, harmony, symmetry, and unity in type, color, size, line thickness, shape, and space;
 - (J) edit files using appropriate digital editing tools and established design principles such as consistency, repetition, alignment, proximity, white space, image file size, color use, and font size, type, and style; and
 - (K) identify pictorial qualities in a design such as shape and form, space and depth, or pattern and texture to create visual unity and desired effects in designs.
- (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:
 - (A) use vocabulary as it relates to digital art, audio, and animation;

- (B) demonstrate the use of technology to participate in self-directed and collaborative activities within the global community;
- (D) create technology specifications for tasks and rubrics for the evaluation of products;
- (E) design and implement procedures to track trends, set timelines, and evaluate products;
- (F) collaborate with peers in delineating technological tasks;
- (G) publish and save information in a variety of ways, including print or digital formats;
- (H) analyze and evaluate projects for design, content delivery, purpose, and audience; and
- (I) critique original digital artwork, portfolios, and products with peers.
- (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:
 - (A) distinguish between and correctly apply process color (RGB and CYMK), spot color, and black or white;
 - (B) research the history of digital art and animation;
 - (C) research career choices in digital art and animation;
 - (D) use the Internet to retrieve information in an electronic format;
 - (E) demonstrate the appropriate use of digital imaging, video integration, and sound retrieved from an electronic format;
 - (F) import sounds from a variety of sources; and
 - (G) create planning designs such as rough sketches, storyboards, and brainstorming materials.
- (4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:
 - (A) distinguish between and use the components of animation software programs such as cast, score, stage, and the animation manipulation interface;
 - (B) distinguish between and use different animation techniques such as path and cell animation, onion skinning, and tweening;
 - (C) create three-dimensional effects by layering images such as foreground, middle distance, and background images;
 - (E) use the basic concepts of color and design theory such as working in a bitmapped and vector mode to create backgrounds, characters, and other cast members as needed for the animation;
 - (F) use the appropriate scripting language or program code to create an animation;
 - (G) use a variety of lighting techniques such as shadows and shading to create effects; and
 - (H) define the design attributes and requirements of products created for a variety of purposes such as posters, billboards, logos, corporate identity, advertisements, book jackets, brochures, and magazines.
- (5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:
 - (A) discuss copyright laws/issues and use of digital information such as attributing ideas and citing sources using established methods;
 - (B) define plagiarism and model respect of intellectual property;
 - (C) demonstrate proper digital etiquette and knowledge of acceptable use policies when using technology; and
 - (D) evaluate the validity and reliability of sources.

- (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:
 - (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;
 - (B) make decisions regarding the selection and use of software and Internet resources;
 - (C) make necessary adjustments regarding compatibility issues with digital file formats, importing and exporting data, and cross-platform compatibility; and
 - (D) read, use, and develop technical documentation.

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Standards for Illustration and Perspective

Texas Essential Knowledge and Skills (TEKS)

- **Art TEKS**

- (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 original artwork. The student is expected to:
 - (A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork;
 - (B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - (C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork; and
 - (D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.
- (2) Creative expression. The student communicates ideas through original artwork 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) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - (B) communicate a variety of applications for design solutions;
 - (C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
 - (D) create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - (E) collaborate to create original works of art; and
 - (F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.
- (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 and contrast historical and contemporary styles while identifying general themes and trends;
 - (B) describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;
 - (C) collaborate on community-based art projects; and
 - (D) compare and contrast career and avocational opportunities in art.
- **Digital Art and Animation TEKS**
- (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:

- (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format;
- (D) compare and contrast the rules of composition such as the rule of thirds or the golden section/rectangle with respect to harmony and balance;
- (E) evaluate the fundamental concepts of a digital art and design such as composition, perspective, angles, lighting, repetition, proximity, white space, balance, and contrast;
- (F) analyze digital art designs to interpret the point of interest, the prominence of the subject, and visual parallels between the structures of natural and human-made environments;
- (H) use perspective, including backgrounds, light, shades and shadows, hue and saturation, and scale, to capture a focal point and create depth;
- (I) use the basic principles of design such as proportion, balance, variety, emphasis, harmony, symmetry, and unity in type, color, size, line thickness, shape, and space;
- (J) edit files using appropriate digital editing tools and established design principles such as consistency, repetition, alignment, proximity, white space, image file size, color use, and font size, type, and style; and
- (K) identify pictorial qualities in a design such as shape and form, space and depth, or pattern and texture to create visual unity and desired effects in designs.
- (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:
 - (A) use vocabulary as it relates to digital art, audio, and animation;
 - (B) demonstrate the use of technology to participate in self-directed and collaborative activities within the global community;
 - (C) participate in electronic communities;
 - (D) create technology specifications for tasks and rubrics for the evaluation of products;
 - (E) design and implement procedures to track trends, set timelines, and evaluate products;
 - (G) publish and save information in a variety of ways, including print or digital formats;
 - (H) analyze and evaluate projects for design, content delivery, purpose, and audience; and
 - (I) critique original digital artwork, portfolios, and products with peers.
- (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:
 - (E) demonstrate the appropriate use of digital imaging, video integration, and sound retrieved from an electronic format;
 - (G) create planning designs such as rough sketches, storyboards, and brainstorming materials.
 - (4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:
- (4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:
 - (C) create three-dimensional effects by layering images such as foreground, middle distance, and background images;

- (D) apply a variety of color schemes such as monochromatic, analogous, complementary, primary/secondary triads, cool/warm colors, and split complements to digital designs;
- (E) use the basic concepts of color and design theory such as working in a bitmapped and vector mode to create backgrounds, characters, and other cast members as needed for the animation;
- (G) use a variety of lighting techniques such as shadows and shading to create effects; and
- (H) define the design attributes and requirements of products created for a variety of purposes such as posters, billboards, logos, corporate identity, advertisements, book jackets, brochures, and magazines.
- (5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:
 - (A) discuss copyright laws/issues and use of digital information such as attributing ideas and citing sources using established methods;
 - (B) define plagiarism and model respect of intellectual property;
 - (C) demonstrate proper digital etiquette and knowledge of acceptable use policies when using technology; and
 - (D) evaluate the validity and reliability of sources.
- (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:
 - (B) make decisions regarding the selection and use of software and Internet resources;
 - (C) make necessary adjustments regarding compatibility issues with digital file formats, importing and exporting data, and cross-platform compatibility;

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Standards for Graphic Design/Product Design

Texas Essential Knowledge and Skills (TEKS)

- **Art TEKS**

- (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 original artwork. The student is expected to:
 - (D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.
- (2) Creative expression. The student communicates ideas through original artwork 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:
 - (B) communicate a variety of applications for design solutions;
- (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 and contrast historical and contemporary styles while identifying general themes and trends;
 - (D) compare and contrast career and avocational opportunities in art.
- (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
 - (A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - (B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - (D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

- **Digital Art and Animation TEKS**

- (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:
 - (F) analyze digital art designs to interpret the point of interest, the prominence of the subject, and visual parallels between the structures of natural and human-made environments;
 - (J) edit files using appropriate digital editing tools and established design principles such as consistency, repetition, alignment, proximity, white space, image file size, color use, and font size, type, and style; and

- (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:
 - (A) use vocabulary as it relates to digital art, audio, and animation;
 - (C) participate in electronic communities;
 - (F) collaborate with peers in delineating technological tasks;
- (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:
 - (C) research career choices in digital art and animation;
 - (D) use the Internet to retrieve information in an electronic format;
- (4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:
 - (A) distinguish between and use the components of animation software programs such as cast, score, stage, and the animation manipulation interface;
 - (H) define the design attributes and requirements of products created for a variety of purposes such as posters, billboards, logos, corporate identity, advertisements, book jackets, brochures, and magazines.
- (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:
 - (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;
 - (B) make decisions regarding the selection and use of software and Internet resources;
 - (C) make necessary adjustments regarding compatibility issues with digital file formats, importing and exporting data, and cross-platform compatibility; and
 - (D) read, use, and develop technical documentation.

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Standards for Storytelling, Character Design, and Storyboarding

Texas Essential Knowledge and Skills (TEKS)

- **Art TEKS**

- (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 original artwork. The student is expected to:
 - (B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - (C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork; and
 - (D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.
- (2) Creative expression. The student communicates ideas through original artwork 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) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - (B) communicate a variety of applications for design solutions;
 - (C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
 - (D) create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - (E) collaborate to create original works of art; and
 - (F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.
- (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 and contrast historical and contemporary styles while identifying general themes and trends;
 - (B) describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;
 - (C) collaborate on community-based art projects; and
 - (D) compare and contrast career and avocational opportunities in art.
- (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
 - (A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;

- (B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
- (C) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning; and
- (D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

● Digital Art and Animation TEKS

- (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:
 - (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format;
 - (D) compare and contrast the rules of composition such as the rule of thirds or the golden section/rectangle with respect to harmony and balance;
 - (E) evaluate the fundamental concepts of a digital art and design such as composition, perspective, angles, lighting, repetition, proximity, white space, balance, and contrast;
 - (F) analyze digital art designs to interpret the point of interest, the prominence of the subject, and visual parallels between the structures of natural and human-made environments;
 - (H) use perspective, including backgrounds, light, shades and shadows, hue and saturation, and scale, to capture a focal point and create depth;
 - (I) use the basic principles of design such as proportion, balance, variety, emphasis, harmony, symmetry, and unity in type, color, size, line thickness, shape, and space;
 - (J) edit files using appropriate digital editing tools and established design principles such as consistency, repetition, alignment, proximity, white space, image file size, color use, and font size, type, and style; and
 - (K) identify pictorial qualities in a design such as shape and form, space and depth, or pattern and texture to create visual unity and desired effects in designs.
- (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:
 - (A) use vocabulary as it relates to digital art, audio, and animation;
 - (F) collaborate with peers in delineating technological tasks;
 - (G) publish and save information in a variety of ways, including print or digital formats;
 - (H) analyze and evaluate projects for design, content delivery, purpose, and audience; and
 - (I) critique original digital artwork, portfolios, and products with peers.
- (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:
 - (G) create planning designs such as rough sketches, storyboards, and brainstorming materials.
- (4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:
 - (A) distinguish between and use the components of animation software programs such as cast, score, stage, and the animation manipulation interface;

- (B) distinguish between and use different animation techniques such as path and cell animation, onion skinning, and tweening;
- (C) create three-dimensional effects by layering images such as foreground, middle distance, and background images;
- (D) apply a variety of color schemes such as monochromatic, analogous, complementary, primary/secondary triads, cool/warm colors, and split complements to digital designs;
- (E) use the basic concepts of color and design theory such as working in a bitmapped and vector mode to create backgrounds, characters, and other cast members as needed for the animation;
- (F) use the appropriate scripting language or program code to create an animation;
- (G) use a variety of lighting techniques such as shadows and shading to create effects; and
- (5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:
 - (A) discuss copyright laws/issues and use of digital information such as attributing ideas and citing sources using established methods;
 - (B) define plagiarism and model respect of intellectual property;
 - (C) demonstrate proper digital etiquette and knowledge of acceptable use policies when using technology; and
 - (D) evaluate the validity and reliability of sources.
- (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:
 - (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;
 - (B) make decisions regarding the selection and use of software and Internet resources;
 - (C) make necessary adjustments regarding compatibility issues with digital file formats, importing and exporting data, and cross-platform compatibility; and
 - (D) read, use, and develop technical documentation.

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Standards for Animation History, Basics, and Concepts

Texas Essential Knowledge and Skills (TEKS)

- **Art TEKS**

- (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 original artwork. The student is expected to:
 - (A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork;
 - (B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - (C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork; and
 - (D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.
- (2) Creative expression. The student communicates ideas through original artwork 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) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - (D) create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - (F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.
- (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 and contrast historical and contemporary styles while identifying general themes and trends;
 - (B) describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;
- (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
 - (A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - (B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - (C) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning; and

- (D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

● Digital Art and Animation TEKs

- (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:
 - (J) edit files using appropriate digital editing tools and established design principles such as consistency, repetition, alignment, proximity, white space, image file size, color use, and font size, type, and style; and
 - (K) identify pictorial qualities in a design such as shape and form, space and depth, or pattern and texture to create visual unity and desired effects in designs.
- (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:
 - (A) use vocabulary as it relates to digital art, audio, and animation;
 - (B) demonstrate the use of technology to participate in self-directed and collaborative activities within the global community;
 - (C) participate in electronic communities;
 - (D) create technology specifications for tasks and rubrics for the evaluation of products;
 - (E) design and implement procedures to track trends, set timelines, and evaluate products;
 - (F) collaborate with peers in delineating technological tasks;
 - (G) publish and save information in a variety of ways, including print or digital formats;
 - (H) analyze and evaluate projects for design, content delivery, purpose, and audience; and
 - (I) critique original digital artwork, portfolios, and products with peers.
- (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:
 - (B) research the history of digital art and animation;
 - (C) research career choices in digital art and animation;
 - (G) create planning designs such as rough sketches, storyboards, and brainstorming materials.
- (4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:
 - (A) distinguish between and use the components of animation software programs such as cast, score, stage, and the animation manipulation interface;
 - (B) distinguish between and use different animation techniques such as path and cell animation, onion skinning, and tweening;
 - (H) define the design attributes and requirements of products created for a variety of purposes such as posters, billboards, logos, corporate identity, advertisements, book jackets, brochures, and magazines.
- (5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:
 - (C) demonstrate proper digital etiquette and knowledge of acceptable use policies when using technology; and

- (D) evaluate the validity and reliability of sources.
- (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:
 - (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;
 - (B) make decisions regarding the selection and use of software and Internet resources;
 - (C) make necessary adjustments regarding compatibility issues with digital file formats, importing and exporting data, and cross-platform compatibility; and
 - (D) read, use, and develop technical documentation.

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Standards for Animation

Texas Essential Knowledge and Skills (TEKS)

- **Art TEKS**

- (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 original artwork. The student is expected to:
 - (A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork;
 - (B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - (C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork; and
 - (D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.
- (2) Creative expression. The student communicates ideas through original artwork 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) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - (D) create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - (F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.
- (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 and contrast historical and contemporary styles while identifying general themes and trends;
 - (B) describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;
 - (C) collaborate on community-based art projects; and
- (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
 - (A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - (B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - (C) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning; and

- (D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

● Digital Art and Animation

- (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:
 - (A) evaluate, edit, and create scripts for animations;
 - (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format;
 - (E) evaluate the fundamental concepts of a digital art and design such as composition, perspective, angles, lighting, repetition, proximity, white space, balance, and contrast;
 - (H) use perspective, including backgrounds, light, shades and shadows, hue and saturation, and scale, to capture a focal point and create depth;
 - (I) use the basic principles of design such as proportion, balance, variety, emphasis, harmony, symmetry, and unity in type, color, size, line thickness, shape, and space;
 - (J) edit files using appropriate digital editing tools and established design principles such as consistency, repetition, alignment, proximity, white space, image file size, color use, and font size, type, and style; and
 - (K) identify pictorial qualities in a design such as shape and form, space and depth, or pattern and texture to create visual unity and desired effects in designs.
- (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:
 - (A) use vocabulary as it relates to digital art, audio, and animation;
 - (B) demonstrate the use of technology to participate in self-directed and collaborative activities within the global community;
 - (C) participate in electronic communities;
 - (D) create technology specifications for tasks and rubrics for the evaluation of products;
 - (F) collaborate with peers in delineating technological tasks;
 - (G) publish and save information in a variety of ways, including print or digital formats;
 - (H) analyze and evaluate projects for design, content delivery, purpose, and audience; and
 - (I) critique original digital artwork, portfolios, and products with peers.
- (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:
 - (B) research the history of digital art and animation;
 - (C) research career choices in digital art and animation;
 - (D) use the Internet to retrieve information in an electronic format;
 - (G) create planning designs such as rough sketches, storyboards, and brainstorming materials.
- (4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:
 - (A) distinguish between and use the components of animation software programs such as cast, score, stage, and the animation manipulation interface;
 - (B) distinguish between and use different animation techniques such as path and cell animation, onion skinning, and tweening;

- (E) use the basic concepts of color and design theory such as working in a bitmapped and vector mode to create backgrounds, characters, and other cast members as needed for the animation;
- (F) use the appropriate scripting language or program code to create an animation;
- (G) use a variety of lighting techniques such as shadows and shading to create effects; and
- (5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:
 - (A) discuss copyright laws/issues and use of digital information such as attributing ideas and citing sources using established methods;
 - (B) define plagiarism and model respect of intellectual property;
 - (C) demonstrate proper digital etiquette and knowledge of acceptable use policies when using technology; and
 - (D) evaluate the validity and reliability of sources.
- (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:
 - (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;
 - (B) make decisions regarding the selection and use of software and Internet resources;
 - (C) make necessary adjustments regarding compatibility issues with digital file formats, importing and exporting data, and cross-platform compatibility; and
 - (D) read, use, and develop technical documentation.

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Standards for Audio/Video Editing

Texas Essential Knowledge and Skills (TEKS)

- Art TEKS
 - (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 original artwork. The student is expected to:
 - (D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.
 - (2) Creative expression. The student communicates ideas through original artwork 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:
 - (D) create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - (F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.
 - (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 and contrast historical and contemporary styles while identifying general themes and trends;
 - (B) describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;
 - (C) collaborate on community-based art projects; and
 - (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
 - (A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - (B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - (C) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning; and
 - (D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.
- Digital Art and Animation TEKS
 - (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:
 - (A) evaluate, edit, and create scripts for animations;

- (C) compare, contrast, and integrate the basic sound editing principles, including mixing and manipulating wave forms, audio tracks, and effects;
- (E) evaluate the fundamental concepts of a digital art and design such as composition, perspective, angles, lighting, repetition, proximity, white space, balance, and contrast;
- (H) use perspective, including backgrounds, light, shades and shadows, hue and saturation, and scale, to capture a focal point and create depth;
- (K) identify pictorial qualities in a design such as shape and form, space and depth, or pattern and texture to create visual unity and desired effects in designs.
- (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:
 - (A) use vocabulary as it relates to digital art, audio, and animation;
 - (B) demonstrate the use of technology to participate in self-directed and collaborative activities within the global community;
 - (D) create technology specifications for tasks and rubrics for the evaluation of products;
 - (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:
 - (C) research career choices in digital art and animation;
 - (E) demonstrate the appropriate use of digital imaging, video integration, and sound retrieved from an electronic format;
 - (F) import sounds from a variety of sources; and
 - (G) create planning designs such as rough sketches, storyboards, and brainstorming materials.
- (4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:
 - (A) distinguish between and use the components of animation software programs such as cast, score, stage, and the animation manipulation interface;
 - (B) distinguish between and use different animation techniques such as path and cell animation, onion skinning, and tweening;
 - (C) create three-dimensional effects by layering images such as foreground, middle distance, and background images;
 - (D) apply a variety of color schemes such as monochromatic, analogous, complementary, primary/secondary triads, cool/warm colors, and split complements to digital designs;
 - (E) use the basic concepts of color and design theory such as working in a bitmapped and vector mode to create backgrounds, characters, and other cast members as needed for the animation;
 - (F) use the appropriate scripting language or program code to create an animation;
 - (G) use a variety of lighting techniques such as shadows and shading to create effects; and
 - (H) define the design attributes and requirements of products created for a variety of purposes such as posters, billboards, logos, corporate identity, advertisements, book jackets, brochures, and magazines.
- (5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:
 - (A) discuss copyright laws/issues and use of digital information such as attributing ideas and citing sources using established methods;
 - (B) define plagiarism and model respect of intellectual property;

- (C) demonstrate proper digital etiquette and knowledge of acceptable use policies when using technology; and
- (D) evaluate the validity and reliability of sources.
- (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:
 - (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;
 - (B) make decisions regarding the selection and use of software and Internet resources;
 - (C) make necessary adjustments regarding compatibility issues with digital file formats, importing and exporting data, and cross-platform compatibility; and
 - (D) read, use, and develop technical documentation.

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Standards for Collaborative Production

Texas Essential Knowledge and Skills (TEKS)

- **Art TEKS**

- (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 original artwork. The student is expected to:
 - (A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork;
 - (B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - (C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork; and
- (2) Creative expression. The student communicates ideas through original artwork 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:
 - (D) create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - (F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.
- (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:
 - (C) collaborate on community-based art projects; and
 - (D) compare and contrast career and avocational opportunities in art.
- (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
 - (A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - (B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - (C) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning;

- **Digital Art and Animation**

- (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:
 - (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format;

- (D) compare and contrast the rules of composition such as the rule of thirds or the golden section/rectangle with respect to harmony and balance;
- (E) evaluate the fundamental concepts of a digital art and design such as composition, perspective, angles, lighting, repetition, proximity, white space, balance, and contrast;
- (H) use perspective, including backgrounds, light, shades and shadows, hue and saturation, and scale, to capture a focal point and create depth;
- (I) use the basic principles of design such as proportion, balance, variety, emphasis, harmony, symmetry, and unity in type, color, size, line thickness, shape, and space;
- (J) edit files using appropriate digital editing tools and established design principles such as consistency, repetition, alignment, proximity, white space, image file size, color use, and font size, type, and style; and
- (K) identify pictorial qualities in a design such as shape and form, space and depth, or pattern and texture to create visual unity and desired effects in designs.
- (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:
 - (G) publish and save information in a variety of ways, including print or digital formats;
 - (I) critique original digital artwork, portfolios, and products with peers.
- (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:
 - (A) distinguish between and correctly apply process color (RGB and CMYK), spot color, and black or white;
 - (C) research career choices in digital art and animation;
 - (D) use the Internet to retrieve information in an electronic format;
 - (E) demonstrate the appropriate use of digital imaging, video integration, and sound retrieved from an electronic format;
 - (G) create planning designs such as rough sketches, storyboards, and brainstorming materials.
- (4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:
 - (G) use a variety of lighting techniques such as shadows and shading to create effects; and
 - (H) define the design attributes and requirements of products created for a variety of purposes such as posters, billboards, logos, corporate identity, advertisements, book jackets, brochures, and magazines.
- (5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:
 - (C) demonstrate proper digital etiquette and knowledge of acceptable use policies when using technology; and
 - (D) evaluate the validity and reliability of sources.
- (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:
 - (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;
 - (B) make decisions regarding the selection and use of software and Internet resources;
 - (C) make necessary adjustments regarding compatibility issues with digital file formats, importing and exporting data, and cross-platform compatibility; and
 - (D) read, use, and develop technical documentation.

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Standards for Series Creation/Portfolio Building

Texas Essential Knowledge and Skills (TEKS)

- **Art TEKS**
- (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 original artwork. The student is expected to:
 - (A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork;
 - (D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.
- (2) Creative expression. The student communicates ideas through original artwork 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) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - (B) communicate a variety of applications for design solutions;
 - (C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
 - (D) create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - (E) collaborate to create original works of art; and
 - (F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.
- (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 and contrast historical and contemporary styles while identifying general themes and trends;
 - (B) describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;
 - (C) collaborate on community-based art projects; and
 - (D) compare and contrast career and avocational opportunities in art.
- (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
 - (A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - (B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - (C) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning; and

- **Digital Art and Animation TEKS**

- (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:
 - (B) identify and apply color theories, including harmony rules, tints, shades, gradients, color mixing, new color creation, and the visual impacts of specific color combinations using a digital format;
 - (D) compare and contrast the rules of composition such as the rule of thirds or the golden section/rectangle with respect to harmony and balance;
 - (E) evaluate the fundamental concepts of a digital art and design such as composition, perspective, angles, lighting, repetition, proximity, white space, balance, and contrast;
 - (F) analyze digital art designs to interpret the point of interest, the prominence of the subject, and visual parallels between the structures of natural and human-made environments;
 - (H) use perspective, including backgrounds, light, shades and shadows, hue and saturation, and scale, to capture a focal point and create depth;
 - (I) use the basic principles of design such as proportion, balance, variety, emphasis, harmony, symmetry, and unity in type, color, size, line thickness, shape, and space;
 - (J) edit files using appropriate digital editing tools and established design principles such as consistency, repetition, alignment, proximity, white space, image file size, color use, and font size, type, and style; and
 - (K) identify pictorial qualities in a design such as shape and form, space and depth, or pattern and texture to create visual unity and desired effects in designs.
- (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:
- (A) use vocabulary as it relates to digital art, audio, and animation;
 - (B) demonstrate the use of technology to participate in self-directed and collaborative activities within the global community;
 - (C) participate in electronic communities;
 - (D) create technology specifications for tasks and rubrics for the evaluation of products;
 - (E) design and implement procedures to track trends, set timelines, and evaluate products;
 - (F) collaborate with peers in delineating technological tasks;
 - (G) publish and save information in a variety of ways, including print or digital formats;
 - (I) critique original digital artwork, portfolios, and products with peers.
- (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:
 - (A) distinguish between and correctly apply process color (RGB and CMYK), spot color, and black or white;
 - (C) research career choices in digital art and animation;
 - (D) use the Internet to retrieve information in an electronic format;
 - (E) demonstrate the appropriate use of digital imaging, video integration, and sound retrieved from an electronic format;
 - (G) create planning designs such as rough sketches, storyboards, and brainstorming materials.
- (4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:

- (G) use a variety of lighting techniques such as shadows and shading to create effects; and
- (H) define the design attributes and requirements of products created for a variety of purposes such as posters, billboards, logos, corporate identity, advertisements, book jackets, brochures, and magazines.
- (5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:
 - (C) demonstrate proper digital etiquette and knowledge of acceptable use policies when using technology; and
- (D) evaluate the validity and reliability of sources.
 - (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:
 - (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;
 - (B) make decisions regarding the selection and use of software and Internet resources;
 - (C) make necessary adjustments regarding compatibility issues with digital file formats, importing and exporting data, and cross-platform compatibility; and
 - (D) read, use, and develop technical documentation.

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Standards for Portfolio Review/Self Critique

Texas Essential Knowledge and Skills (TEKS)

- **Art TEKS**

- (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 original artwork. The student is expected to:
 - (B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - (D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.
- (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
 - (A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - (B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - (C) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning; and
 - (D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

- **Digital Art and Animation TEKS**

- (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:
 - (D) compare and contrast the rules of composition such as the rule of thirds or the golden section/rectangle with respect to harmony and balance;
 - (E) evaluate the fundamental concepts of a digital art and design such as composition, perspective, angles, lighting, repetition, proximity, white space, balance, and contrast;
- (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:
 - (A) use vocabulary as it relates to digital art, audio, and animation;
 - (B) demonstrate the use of technology to participate in self-directed and collaborative activities within the global community;
 - (C) participate in electronic communities;
 - (D) create technology specifications for tasks and rubrics for the evaluation of products;
 - (G) publish and save information in a variety of ways, including print or digital formats;
 - (I) critique original digital artwork, portfolios, and products with peers.
- (5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:

- (C) demonstrate proper digital etiquette and knowledge of acceptable use policies when using technology; and
- (6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:
 - (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;
 - (B) make decisions regarding the selection and use of software and Internet resources;
 - (C) make necessary adjustments regarding compatibility issues with digital file formats, importing and exporting data, and cross-platform compatibility; and
 - (D) read, use, and develop technical documentation.

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