



### **To the Student:**

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for Art 6B, 7B, or 8B.

### **WHAT TO BRING**

- your completed portfolio (see instructions beginning on page 2)
- a #2 real wood pencil
- an eraser
- colored pencils (including a white pencil)
- at least one fine line black marker
- ruler
- a small pencil sharpener
- a 12" × 15" envelope for the return of your portfolio
- two 11" × 14" pieces of cardboard (to protect your drawings in the mail)

### **ABOUT THE EXAM**

The exam format and required materials are described later in this letter. You will have four hours to complete the exam. **You must bring your portfolio of art work (described on the next page) to the testing site; without the portfolio, it is almost impossible to pass the exam.** In addition to your portfolio, you will need to bring the materials listed above.

Labels to attach to this envelope will be sent to your proctor with the examination. You will not need postage.

The examination is based on the Essential Knowledge and Skills for this subject. Since questions are not taken from any one course, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. If you do not have a textbook or any other study material available locally, you may contact the Outreach & Distance Education Bookstore. The bookstore carries the textbook used with our Art 6B/7B/8B Distance Education course. The textbook is *Understanding Art* by Mittler and Ragans, published by Glencoe/McGraw-Hill (2005).

For more information about CBE policies, visit <http://www.ode.ttu.edu/takeacbe/> or see your course Policies & Forms Guide.

Good luck on your examination!

## About the CBE

Your credit by Examination Exam for Art B will consist of two areas:

- Portfolio of Art Work (25% of CBE grade)
- Objective Questions & Activity Questions (75% of CBE grade)

### Portfolio of Art Work

**You must submit a portfolio containing the following ten items.** The pieces in your portfolio *must* demonstrate your abilities to draw or design all of the items listed below.

On the back of each art work, write your barcode number and the number of the item that you illustrated in the art work. Remember that you *must* submit all ten of the items on the list.

1. human figure in action, shaded realistically, using graphite pencil
2. surrealistic scene, shaded or colored, using choice of art medium
3. realistic nature scene, shaded, using charcoal
4. still-life of organic objects, shaded realistically with crosshatch and/or stipple, using fine line black marker
5. still-life of geometric objects, shaded realistically, using graphite pencil
6. non-objective organic design shaded with lines, patterns, and/or textures, using choice of art medium
7. two-point perspective scene, shaded or colored, using choice of art medium
8. logo design for a new company, shaded or colored, using choice of art medium
9. realistic painting of an animal, using watercolors
10. abstract design with fruit as the source, colored, using colored pencils

Bring your artwork to the exam site in a 12" × 15" envelope that will be mailed with your completed CBE. Protect your artwork by placing it between two 11" × 14" pieces of cardboard before you put it in the envelope. Enclosed with your CBE materials are self-addressed, postage-paid labels. Put one of these labels on the envelope when you bring your portfolio to Outreach & Distance Education. Your instructor will grade your portfolio and return it to you in the same envelope.

## Objective Questions

Most of the questions on your exam are objective questions (listing, definitions, matching, fill-in-the-blank, multiple choice, and discussion). The objective portion of the exam will cover the areas listed below. You should have a thorough understanding of these areas and know the vocabulary associated with them.

- elements of art
- principles of design
- drawing techniques
- art media
- art techniques
- art tools
- art styles
- art careers
- art and design sources
- art history
- art evaluation and criticism

## Activity Questions

A few of the questions on your exam will be activity questions; you will be asked to demonstrate your knowledge about materials or techniques. Below are examples of activity questions that you might encounter on the examination. Remember that you will also be responsible for objective questions.

1. Create an interesting parabola design.
2. Design your three initials in the lower *right* corner. Using the “x” as a vanishing point, make the initials three-dimensional with perspective.
3. Make a “still-life” of 3-5 objects you have with you at your desk. Draw your still-life, and shade your drawing *realistically* with pencil or color it realistically with colored pencils. Use transition shading or blending on your drawing.
4. Create a negative drawing of an object you have with you at your desk. Use a white colored pencil to draw and shade the object.
5. Design a cameo of an animal or a person. Shade it with black marker where appropriate.

6. Using 3-5 objects you have with you at your desk, create a drawing in the style of Fauvism, Surrealism, or Cubism. Shade your drawing with pencil or color it with colored pencils.
7. Create a symmetrical design.
8. Design a silhouette of an animal or a person. Shade it with black marker where appropriate.
9. Using your colored pencils, color the squares with the colors of the color wheel *in order*. Label the colors below the shapes.
10. Draw an object *below* eye level using two-point perspective.
11. Draw the objects from the labeled eye level. Shade them, using the arrows as a light source.
12. Using your colored pencils, color the squares with neutrals. Label the neutrals below the shapes.
13. Draw an object *below* eye level using one-point perspective.
14. Shade the circle to look like a *glass* ball.
15. Graph the word *art* onto the grid.

TTU: ART CBE Semester B - Grades 6,7,8; v.2.0	
TEKS: §117.32. Art, Grade 6, §117.35. Art, Grade 7, §117.38. Art, Grade 8.	
Question #	TEKS Requirement (Kindergarten)
	§117.32. Art, Grade 6, §117.35. Art, Grade 7, §117.38. Art, Grade 8.
	(a) General requirements. Students may select the following art course: Art 7.
	(b) Introduction.
	(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.
	(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.
	(c) Knowledge and skills.
	<b>(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:</b>
✓	(A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and
✓	(B) compare and contrast the use of art elements and principles, using vocabulary accurately.
	<b>(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:</b>
✓	(A) create artworks based on direct observations, personal experience, and imagination;
✓	(B) incorporate design into artworks for use in everyday life; and
✓	(C) produce drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways.
	<b>(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:</b>
✓	(A) analyze ways that international, historical, and political issues influence artworks;
✓	(B) analyze selected artworks to determine cultural contexts; and
✓	(C) identify career and avocational choices in art.
	<b>(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:</b>
✓	(A) analyze and compare relationships, such as function and meaning, in personal artworks; and
✓	(B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, and intent.
	<i>Source: The provisions of this §117.35 adopted to be effective September 1, 1998, 22 TexReg 4943.</i>