

To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for ART MS 1A.

WHAT TO BRING

- your completed portfolio (see instructions beginning on page 2)
- a #2 real wood pencil
- an eraser
- a fine line black marker
- colored pencils
- 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 document. 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 Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included at the end of this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam. TEKS covered in this semester are indicated by a checkmark; the exam will focus on the check-marked TEKS, but may touch on any of the full list.

Since questions are not taken from any one source, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. The textbook used with our ART MS 1A course is *Understanding Art* by Mittler and Ragans, published by Glencoe/McGraw-Hill (2005).

Good luck on your examination!

About the CBE

Your Credit by Examination Exam for ART MS 1A 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. portrait showing emotion, shaded realistically, using graphite pencil
2. realistic city scene, shaded or colored, using choice of art medium
3. realistic nature scene, shaded, using charcoal
4. still-life of organic objects, shaded realistically, using graphite pencil
5. still-life of geometric objects, shaded realistically with crosshatch and/or stipple, using fine line black marker
6. non-objective geometric design, shaded with lines, patterns, and/or textures, using choice of art medium
7. one-point perspective scene, shaded or colored, using choice of art medium
8. ad design for a new product, shaded or colored, using choice of art medium
9. realistic painting of a flower, using watercolors
10. symmetrical design with initials as the source, colored, using colored pencils

Bring your art work to the exam site in a 12" × 15" envelope that will be mailed with your completed CBE. Protect your art work 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 TTU K-12. 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 understand these areas and know the vocabulary associated with them.

- elements of art
- principles of design
- drawing techniques
- art media
- art processes
- art careers
- art/design sources
- art history
- art evaluation and criticism

Vocabulary

Below is a list of *some* of the vocabulary you will need to know for the exam. Make sure to study the above topics thoroughly and their associated vocabulary.

| | | |
|-------------|--------------|------------------|
| crafts | culture | intensity |
| realism | style | radial |
| applied art | portrait | contrast |
| landscape | abstract art | harmony |
| pigment | stippling | palette |
| mixed media | carving | texture |
| shading | relief | analogous colors |
| proportion | architecture | shape |
| hatch | opaque | form |
| loom | width | craftsmanship |
| transparent | neutral | |

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 a formally balanced (symmetrical) geometric design. Color your design using four to six colors.
2. Demonstrate your understanding of high contrast in a design. Use pencil.
3. Design a logo for the word *art*. You may use either letters, symbols, illustrations, or a combination. Shade your design with pencil or color your design with colored pencils. Use a fine line black marker if it will enhance your design.
4. Make a rubbing of *something* that you have with you at your desk. Use pencil or colored pencils.
5. Illustrate the five types of lines. Use pencil or marker.
6. Demonstrate transition (three-dimensional) shading. Use pencil.
7. Draw a ribbon with *at least* three curves. Use transition (three-dimensional) shading to shade your ribbon with appropriate placement of values and contrast. Use pencil to shade your ribbon.
8. Create a design for your name. Use something that illustrates *you* (your favorite things) in one or more of your letters. Shade your design with pencil or color your design with colored pencils. Use a fine line black marker if it will enhance your design.
9. Create a pattern made of your favorite objects. Shade your design with pencil or color your design with colored pencils. Use a fine line black marker if it will enhance your design.
10. Create an informally balanced (asymmetrical) design composed of geometric shapes. Shade your design with pencil or color your design with colored pencils.
11. Create a formally balanced or informally balanced design composed of organic shapes. Shade your design with pencil or color your design with colored pencils.
12. Create a silhouette design. Design a matching background. Shade your design with black marker.
13. Create a motif; then, use the motif to create a pattern. Use pencil, colored pencils, or black marker.
14. Create a value scale with five values. Use pencil to shade your value scale.

Texas Essential Knowledge and Skills

ART MS 1A – Art, Middle School I, First Semester

| TTU: ART MS 1 CBE, Semester A; v.2.3 | | |
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| TEKS: §117.202. Art, Middle School 1. | | |
| TEKS Requirement (Middle School) | Set A Question Numbers | Set B Question Numbers |
| (a) General requirements. in Grades 6, 7, or 8 enrolled in the first year of art may select Art, Middle School 1. | | |
| (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. | | |
| (1) Perception. The student develops and organizes ideas from the environment. The student is expected to: | | |
| (A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and | Portfolio | Portfolio |
| (B) compare and contrast the use of art elements and principles, using vocabulary accurately. | 1, 2, 3, 14, 19, 17, 26, 17, 28, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40, 41, 42, 46, 48, 50, 51, 52, 54, 56, 57, 58, 60, | 1, 3, 11, 12, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 39, 40, 42, 44, 45, 46, 48, 51, 52, 56, 57, 59 |
| (2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to: | | |
| (A) create artworks based on direct observations, personal experience, and imagination; | Portfolio | Portfolio |
| (B) incorporate design into artworks for use in everyday life; and | 10, 12, 24, 57, Portfolio | 18, 20, 46, 58, Portfolio |
| (C) produce drawings, paintings, prints, sculptures, ceramics, fiber art, photographic imagery, and electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways. | 4, 7, 13, 15, 18, 20, 21, 22, 25, 39, 43, 45, 47, 57, 59, Portfolio | 4, 5, 9, 10, 13, 14, 15, 16, 21, 22, 23, 25, 28, 32, 37, 38, 41, 43, 50, 59, Portfolio |
| (3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to: | | |
| (A) analyze ways that international, historical, and political issues influence artworks; | 9, 11, 12, 15, 17, 23, 44, 55 | 2, 6, 8, 19, 20, 53 |
| (B) analyze selected artworks to determine cultural contexts; and | 8, 11, 23, 39 | 5, 14, 17, 47 |
| (C) identify career and avocational choices in art. | 5, 6, 49, 53, 59 | 7, 24, 47, 49, 54 |
| (4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to: | | |
| (A) analyze and compare relationships, such as function and meaning, in personal artworks; and | 10, 29, Portfolio | 2, 18, 37, 55, 60, Portfolio |

| TTU: ART MS 1 CBE, Semester A; v.2.3 | | |
|---|------------------------------|------------------------|
| TEKS: §117.202. Art, Middle School 1. | | |
| TEKS Requirement (Middle School) | Set A Question Numbers | Set B Question Numbers |
| (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, and intent. | 8, 9, 19, 11, 12, 16, 44, 55 | 2, 6, 8, 19, 53 |
| <i>Source: The provisions of this §117.35 adopted to be effective September 1, 1998, 22 TexReg 4943.</i> | | |