

# Scope and Sequence

| Subject TAG Art I   | Grade 9-12 | 6 Weeks 1 <sup>st</sup> 6 weeks  | Estimated Time Frame 6 weeks |
|---|------------|--|------------------------------|
| Drawing Foundations   |            |  |                              |
| <b>TEKS / Student Expectations:</b>   |            | <b>Examples / Specifications:</b>  |                              |
| <p>consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork;</p> <p>identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;</p> <p>identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p> |            | <p>Students will create an original design using a variety of line qualities and incorporating patterns created with line.</p> <p>Students will complete a variety of line drawings using blind contour, contour and cross contour.</p> <p>Students will demonstrate mastery of using value alone (no visible line) to indicate differing forms.</p> <p>Students will create an original composition of basic forms to demonstrate mastery of value.</p> |                              |
| <p>use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;</p> <p>communicate a variety of applications for design solutions;</p> <p>demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.</p>  |            | <p>Students will demonstrate mastery of use of value to indicate form. Students will render basic forms and demonstrate knowledge of overlapping and placement of forms in the picture plane.</p> <p>Students will analyze and draw from direct observation a variety of subject matter related to basic form.</p>   |                              |
| <p>compare and contrast historical and contemporary styles while identifying general themes and trends;</p>   |            | <p>Students will examine and analyze use of line in drawings by master artists</p>   |                              |
| <p>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;</p> <p>evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized,</p>   |            | <p>Students will analyze and evaluate use of line and value in work done by artists, self and/or peers.</p>  |                              |
|   |            |  |                              |

# Scope and Sequence

|   |   |   |  |
|---|---|---|--|
| <b>Language of Instruction:</b>   |   | <b>Instructional Resources / Textbook Correlations:</b>   |  |
| Line<br>Shape<br>Form<br>Contour<br>Continuous Contour<br>Blind Contour<br>Modified Contour<br>Cross-Contour<br>Angle Sighting<br>Value<br>Value Scale<br>Blending<br>Contrast<br>Positive and Negative space |   | Internet, Colleagues, Demonstrations and Discussions.   |  |
| <b>Weblinks / Other Resources:</b>  |   |   |  |
| <b>Activities:</b>  | <b>Other Resources:</b><br>Contour and Value Examples<br>Examples of Master works<br>PowerPoint | <b>Weblinks:</b><br><a href="http://www.cedfa.org/">http://www.cedfa.org/</a>                                     |  |
| <b>External Assessment:</b>   |   | <b>Local Assessment:</b>  |  |
| Display Student Work<br>Art Competitions  |   | Student Projects, Class Critiques, Continuous Active Monitoring, Discussions, Sketchbooks and Student Reflections |  |
| <b>Best Instruction Timeline:</b>   |   |   |  |
|   |   |   |  |