

# Scope and Sequence

Subject TAG Art I	Grade 9-12	6 Weeks 2 <sup>nd</sup> 6 weeks	Estimated Time Frame 6 weeks
Color Theory and Design			
<b>TEKS / Student Expectations:</b>		<b>Examples / Specifications:</b>	
consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork;		Students will create a series of thumbnails, presenting variations on possible design solutions.	
identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;		Students will complete a Color Wheel using imagery or original design. Students will demonstrate the use of color to render form.	
identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;		Students will demonstrate understanding of balance, repetition, and variety in an original design.	
<p>use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination; communicate a variety of applications for design solutions;</p> <p>create original artwork to communicate thoughts, feelings, ideas, or impressions;</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 analyze the use of color and design in work done by Mondrian and Calder.</p> <p>Students will create an original design using a triadic color scheme, incorporating repetition with variation and balanced placement.</p> <p>Students will use visual and narrative sources to create a series of origami figures.</p>	
compare and contrast historical and contemporary styles while identifying general themes and trends;		Students will compare and contrast the work of Alexander Calder and Piet Mondrian. Students will contemplate the relevance of origami in history, science, math, and art	
<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, interpreting the</p>		Students will analyze and evaluate use of color, repetition and balance in work done by artists, self and/or peers	

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<p>artist's intention, and evaluating the success of the artwork; select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.</p>		
<b>Language of Instruction:</b>		<b>Instructional Resources / Textbook Correlations:</b>
		0
<p>Composition Elements and Principles of Design with a focus on Color Pattern and Unity Rule of Thirds Hue Primary, Secondary, and Intermediate Colors Tint Shade Intensity Low and High Key Color Schemes: Complementary, Monochromatic, Analogous, Warm Colors, Cool Colors, Split Compliment and Triadic</p>		Internet, Colleagues, Demonstrations and Discussions.
<b>Weblinks / Other Resources:</b>		
<b>Activities:</b>	<b>Other Resources:</b> Color Wheel and Historical Reproductions	<b>Weblinks:</b> <a href="http://www.cedfa.org/">http://www.cedfa.org/</a>
<b>External Assessment:</b>		<b>Local Assessment:</b>
<p>Display Student Work Art Competitions</p>		<p>Student Projects, Class Critiques, Continuous Active Monitoring, Discussions, Sketchbooks and Student Reflections</p>
<b>Best Instruction Timeline: Application of Techniques</b>		