

Scope and Sequence

Subject TAG Art I	Grade 9-12	6 Weeks 3 rd 6 weeks	Estimated Time Frame 6 weeks
Spatial Relationships and Form			
TEKS / Student Expectations:		Examples / Specifications:	
<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 analyze and draw from direct observation variety of line length and angle.</p> <p>Students will analyze and draw from direct observation variations of value. (Drawing of a distressed paper bag)</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>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;</p> <p>create original artwork to communicate thoughts, feelings, ideas, or impressions;</p> <p>collaborate to create original works of art; and</p> <p>demonstrate effective use of art media and tools in</p>		<p>Students will create an original design by manipulating visual texture (rubblings).</p> <p>Students will use repetition, balance, variation, color harmony, contrast, and unity in an original design.</p> <p>Students will analyze and identify basic form in complex subject matter. (knotted rope) and then draw from observation the variations of form as light shifts on the subject matter.</p>	

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drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.		
compare and contrast historical and contemporary styles while identifying general themes and trends;		Students will observe the work of Carole Caputo and the integration of New York textural elements.
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;		Students will analyze and evaluate use of repetition, balance, variation, color harmony, contrast and unity line and value in work done by artists, self and/or peers.
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;		
Language of Instruction:		Instructional Resources / Textbook Correlations:
Form Reflected light Cast shadow Repetition Balance and placement Contrast Variation		Internet, Colleagues, Demonstrations and Discussions.
Weblinks / Other Resources:		
Activities:	Other Resources: Perspective Examples	Weblinks: http://www.cedfa.org/
External Assessment:		Local Assessment:
Display Student Work Art Competitions		Student Projects, Class Critiques, Continuous Active Monitoring, Discussions, Sketchbooks and Student Reflections

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Best Instruction Timeline: