

Scope and Sequence

Subject	Grade	6 Weeks	Estimated Time Frame
TAG Art I	9-12	4th	
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>compare and contrast historical and contemporary styles while identifying general themes and trends;</p> <p>describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;</p>	<p>Students will examine the historical and cultural impact of art forms and its application at present.</p> <p>Students will create an original design that demonstrates understanding of texture.</p> <p>Students will create an original design that demonstrates understanding of simple versus intricate; balance of positive and negative shapes. (Snowflakes, Mola, Patterns, etc)</p>		
<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</p>	<p>Students will research and generate sketches and drawings of subject matter to be created in sculptural form.</p> <p>Students will be introduced to clay building techniques and apply appropriate techniques in original work.</p>		

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<p>artwork;</p> <p>make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.</p> <p>use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;</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>make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.</p> <p>use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;</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 artist's intention, and evaluating the success of the artwork;</p>	<p>Students will examine the work of contemporary sculptors and respond to their various approaches to 3D work (Maya Lin, Andy Goldsworthy, Claus Oldenberg, etc.)</p> <p>Students will generate ideas of how to create a sculptural artwork that responds to a historical event.</p>
<p>consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork;</p> <p>use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;</p>	<p>Students will create an original drawing from observation of complex surfaces.</p>

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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;		
Language of Instruction:		Instructional Resources / Textbook Correlations:
Texture, pattern, negative, positive shape/space, memorial, subtractive, additive, assemblage, clay, bisque, greenware, glaze, kiln, reflective, value		DVDs of selected artists, PowerPoint presentations, weblinks.
Weblinks / Other Resources:		
Activities:	Other Resources:	Weblinks:
External Assessment:		Local Assessment:
Rubric, formative assessment, teacher assessment		
Best Instruction Timeline:		