

Scope and Sequence

Subject	Grade	6 Weeks	Estimated Time Frame
TAG Art I	9 th – 12 th grade	6 th six weeks	
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>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>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 drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.</p>		<p>Students will apply all previous knowledge to complete a unit comprising of a variety of visual problems to solve. Such creative problem solving will include many elements and principles of art that allow for individualized approaches to each concept or technique. Possible prompts may include but are not limited to:</p> <ul style="list-style-type: none"> • Use of mixed media techniques • Creating balanced compositions using collage techniques • Planning and implementing visually interesting imagery • Integrating imagery and text to create meaningful messages • Creating visual narratives • Responding to the work of contemporary artists • Making connections to photo journalists 	

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<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 artist's intention, and evaluating the success of the artwork;</p> <p>construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning; and</p> <p>select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.</p>	
Language of Instruction:	Instructional Resources / Textbook Correlations:
Balance, repetition, visual movement, color harmony, unity, focal point, variety, line, pattern, collage, contrast, interest, rule of thirds, narrative, metaphor, symbolism, etc.	PowerPoint; Internet resources; Artist works; Student and teacher examples
Weblinks / Other Resources:	
Activities:	Other Resources:
Weblinks:	
External Assessment:	Local Assessment:
None	Formative self-assessment; teacher evaluation

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Best Instruction Timeline:	