

# Scope and Sequence

Subject Art I	Grade	6 Weeks 2 <sup>nd</sup>	Estimated Time Frame
Color Theory and Design	9-12	6 weeks	6 weeks
<b>TEKS / Student Expectations:</b>		<b>Examples / Specifications:</b>	
Knowledge and Skills:		Students will complete a Color Wheel.	
B. 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 apply what they have learned about Color Theory and Design in the creation of 2-D and 3-D works of art. Paper form sculpture. Students will create a painting – with a focus on balance. Students will be required to use a color scheme.	
C. identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork; and		We will discuss and study design and color theorists such as Mark Rothko and Frank Stella.	
<b>Creative Expression:</b> A. use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination; B. communicate a variety of applications for design solutions; D. create original artwork to communicate thoughts, feelings, ideas, or impressions; F. demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.		Upon completion of their work, students will reflect and evaluate the work of their peers and their own through critiquing.	
<b>Historical and Cultural Relevance:</b> compare and contrast historical and contemporary styles while identifying general themes and trends <b>Critical Evaluation and Response:</b> A. 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; B. 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; D. select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.			

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Language of Instruction:		Instructional Resources / Textbook Correlations:	
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 Dry brush Wash Mingling Resist Wet-on-Wet Wet-on-Dry Charging Glaze		Internet, Colleagues, Demonstrations and Discussions.	
Weblinks / Other Resources:			
<b>Activities:</b> <b>Color Wheel</b> <b>Technique Chart</b>		<b>Other Resources:</b> <b>Historical Reproductions</b>	<b>Weblinks:</b> <a href="http://www.cedfa.org/">http://www.cedfa.org/</a> pinterest
External Assessment:		Local Assessment:	
<b>Display Student Work</b> <b>Art Competitions</b>		<b>Student Projects, Class Critiques, Continuous Active Monitoring, Discussions, Sketchbooks and Student Reflections</b>	

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<b>Best Instruction Timeline: Application of Techniques</b>
Week 1-3 – Design introduction and paper Form sculpture. Week 4 – Color wheel and Collage. Week 5 and 6 Collage.