

Fine Arts Scope and Sequence

Art I/TAG Art I

9th – 12th Grade

Subject	Grade	6 Weeks	Estimated Time Frame
Art I TAG Art I	9 th – 12 th	5 th	2 or more weeks per project
TEKS / Student Expectations:		Examples / Specifications:	
IA Perception. Students develop and organizes ideas from the environment		Pencil studies of facial features and hands for practice. 5 hands drawn from observation in pencil value in different poses.	
IB Creative. Student expresses ideas through original artworks		Colored pencil portrait fragmented and pasted on construction paper with warm and cool designs in colored pencil behind portrait. Escher tessellations –Taking a tessellated shape in a 3” square in the fashion of Escher.	
2A Create visual solutions by imagination and direct observation		Cubism – arranging 5 objects into an interesting composition in neutral colors and mixed media using Picasso as an influence.	
3A Historical—demonstrates understanding of art history		TAG: Hand drawing will be in pencil shading like Art I, but each hand has to hold or touch an object that could logically be held or touched by a hand in that position. The object is to be rendered in color pencil	
		They will draw names again of artists who have birthdays in the spring and give reports on their lives and have a class activity relating to the art style of their artist. Escher—their tessellations will be more complicated ones which rotate. Museum reports from one of the 3 listed Dallas museums.	
Language of Instruction:		Instructional Resources / Textbook Correlations:	
Value Proportion Repetition Pattern		Video Textbook: Art Talk	
		Weblinks / Other Resources:	

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Line color	http://www.cedfa.org/
External Assessment:	Local Assessment:
Display artwork in school	Weekly sketchbooks and class projects
Best Instruction:	
Application of cumulative techniques	