

Scope and Sequence

Subject	Grade	6 Weeks	Estimated Time Frame
Art II Photography	10-12	3rd & 4th	4 Weeks
TEKS / Student Expectations:		Examples / Specifications:	
<p>Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks.</p> <p>The student is expected to:</p> <ol style="list-style-type: none"> 1. use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks; 2. identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks; 3. identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks; and 4. explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately. 		<p>Shooting Assignments:</p> <ul style="list-style-type: none"> ● ISO Exercise ● Landscape/Cityscape ● Interior Architecture ● Exterior Architecture ● High Dynamic Range 	

Scope and Sequence

Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.

The student is expected to:

1. create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;
2. apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions;
3. 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;
4. create original artwork to communicate thoughts, feelings, ideas, or impressions;
5. collaborate to create original works of art; and
6. select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media.

Digital Assignments:

- Reaching Out
- Hand Color in PhotoShop
- HDR edited images
- Photomontage

Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures.

Alternative Process:

- Hand Colored Cyanotype
- Solvent Transfer Cyanotype
- Cyanotype on Alternative Surface

Scope and Sequence

<p>The student is expected to:</p> <ol style="list-style-type: none">1. examine selected historical periods or styles of art to identify general themes and trends;2. analyze specific characteristics in artwork from a variety of cultures;3. collaborate on community-based art projects; and4. examine and research career, entrepreneurial, and avocational opportunities in art.	
<p>Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations.</p> <p>The student is expected to:</p> <ol style="list-style-type: none">1. 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;2. evaluate and analyze artwork using a 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;3. use responses to artwork critiques to make decisions about future directions in personal work;4. construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning; and5. select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.	

Scope and Sequence

Language of Instruction:		Instructional Resources / Textbook Correlations:	
<ul style="list-style-type: none"> ● Landscape Photography ● High Dynamic Range ● David Hockney ● J Stirling Barrett ● Photomontage ● Solvent Transfer ● ISO ● Film/Sensor Sensitivity 		<ul style="list-style-type: none"> ● Photography ● The Book of Alternative Processes 	
Weblinks / Other Resources:			
Activities: See Examples and Specifications	Other Resources: <ul style="list-style-type: none"> ● Teacher created instructional videos ● Example Photos 	Weblinks: <ul style="list-style-type: none"> ● Moodle ● HDRSoft Resource page ● Example images ● David Hockney Website ● J Stirling Barrett Website 	
External Assessment:		Local Assessment:	
<ul style="list-style-type: none"> ● Scholastic Arts and Writing Competition ● Young American Talent Competition 		Critique	
Best Instruction:			