

# Fine Arts Scope and Sequence

Subject	Grade	6 Weeks	Estimated Time Frame
Art II Photography	10, 11, and 12	First	6 weeks
<b>TEKS / Student Expectations:</b>		<b>Examples / Specifications:</b>	
<p>Knowledge and skills.</p> <p>1 Perception. The student develops and organizes ideas from the environment. The student is expected to:</p> <p>A. illustrate ideas for artworks from direct observation, experiences, and imagination; and</p> <p>B. compare and contrast the use of art elements (color, texture, form, line, space, value) and art principles (emphasis, pattern, rhythm, balance, proportion, unity) in personal artworks and those of others, using vocabulary accurately.</p>	<p>1.A&amp;B</p> <ul style="list-style-type: none"> <li>• Students study structural lines, textures, shape, and in nature and other organic structures as well as in manmade objects.</li> </ul> <p style="margin-left: 40px;">(a) We discuss different film types and photographic processing techniques and how they relate to different visual effects</p>		
<p>2 Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to</p> <p>(a) create visual solutions by elaborating on direct observation, experiences, and imagination;</p> <p>(b) create designs for practical applications; and</p> <p>(c) demonstrate effective use of art media and tools in design, drawing, painting, printmaking, and sculpture.</p>	<p>2.A&amp;B&amp;C</p> <ul style="list-style-type: none"> <li>• Students express themselves through multiple photographic assignments and use film, paper, developing equipment appropriate for the assignment. This may or may not incorporate the use of digital equipment.</li> <li>• Students learn to use enlargers to make prints on silver gelatin paper</li> </ul>		
<p>3 Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:</p> <p>(a) compare and contrast historical and contemporary styles, identifying general themes and trends;</p> <p>(b) describe general characteristics in artworks from a variety of cultures; and</p> <p>(c) compare and contrast career and a vocational opportunities in art.</p>	<p>3.A&amp;C</p> <ul style="list-style-type: none"> <li>• Study the history of photography and discuss relevant artists.</li> <li>• Students write a research paper, do a group project or review three journal articles over the artist of their choice, a chapter in the book or a photographic process.</li> </ul>		

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<p>4 Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:</p> <p>(a) select artworks for a personal portfolio based on evaluation of developmental progress, competency in problem-solving, and a variety of visual ideas; and</p> <p>(b) analyze original artworks, portfolios, and exhibitions to form conclusions about formal qualities, historical and cultural contexts, intents, and meanings and to show innovation and provide examples of in-depth exploration of one or more themes.</p>	<p>4.A&amp;B</p> <ul style="list-style-type: none"> <li>We have weekly critiques of work and students discuss their works in class with their peers and receive immediate feedback from the instructor.</li> </ul>
<b>Language of Instruction:</b>	<b>Instructional Resources / Textbook Correlations:</b>
<ul style="list-style-type: none"> <li>Film</li> <li>Reel</li> <li>Tank</li> <li>RC Paper               <ul style="list-style-type: none"> <li>Matte</li> <li>Luster</li> <li>Pearl</li> <li>Glossy</li> </ul> </li> <li>Enlarger</li> <li>Photogram</li> <li>Photoshop</li> <li>Aperture</li> <li>Shutter Speed</li> <li>SLR</li> <li>Twin Lens Reflex</li> <li>View Camera</li> </ul>	<ul style="list-style-type: none"> <li>Changing bag</li> <li>Developer</li> <li>fixer/hypo</li> <li>photo flo</li> <li>lens</li> <li>lens mount</li> <li>enlarger head</li> <li>contrast filters</li> </ul>
	<b>Weblinks / Other Resources:</b>
	<p><a href="#">HPHS News Blog</a></p> <p><a href="#">HPHS Photo Site</a></p> <p><a href="#">Text Book site</a></p>
<b>External Assessment:</b>	<b>Local Assessment:</b>
ATPI Fall Contest	Weekly critique
<b>Best Instruction:</b>	
Darkroom/Digital Darkroom	