

# Fine Arts Scope and Sequence

Subject	Grade	6 Weeks	Estimated Time Frame
Art II Photography	10, 11, and 12	Fifth	4 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> <ul style="list-style-type: none"> <li>(A) illustrate ideas for artworks from direct observation, experiences, and imagination; and</li> <li>(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.</li> </ul>		<p>1.A&amp;B</p> <ul style="list-style-type: none"> <li>• Students work in groups to complete a digital assignment (combining images). They must combined several elements from different picture into one image to make a final print.</li> <li>• Students that are not working on the combining image assignment are given an open shooting assignment to complete.</li> </ul>	
<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> <ul style="list-style-type: none"> <li>(a) create visual solutions by elaborating on direct observation, experiences, and imagination;</li> <li>(b) create designs for practical applications; and</li> <li>(C) demonstrate effective use of art media and tools in design, drawing, painting, printmaking, and sculpture.</li> </ul>		<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.</li> <li>• Students are required to use learned aspects of digital processing and begin saving images on the server to turn in work and not printing from the printers.</li> </ul>	

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<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> <ul style="list-style-type: none"> <li>(a) compare and contrast historical and contemporary styles, identifying general themes and trends;</li> <li>(b) describe general characteristics in artworks from a variety of cultures; and</li> <li>(D) compare and contrast career and avocational opportunities in art.</li> </ul>	<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>
<p>4 Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:</p> <ul style="list-style-type: none"> <li>(a) select artworks for a personal portfolio based on evaluation of developmental progress, competency in problem-solving, and a variety of visual ideas; and</li> <li>(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.</li> </ul>	<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>
<p><b>Language of Instruction:</b></p>	<p><b>Instructional Resources / Textbook Correlations:</b></p>
<ul style="list-style-type: none"> <li>• Polaroid</li> <li>• Pinhole</li> <li>• medium format</li> <li>• paper negative</li> <li>• contact printing</li> </ul>	<ul style="list-style-type: none"> <li>• The Photographic Eye</li> <li>• Photography</li> <li>• Processing Handouts</li> <li>• Video</li> </ul>
	<p><b>Weblinks / Other Resources:</b></p>

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[HPHS News Blog](#)  
[HPHS Photo Site](#)  
[Text Book site](#)

	<a href="#">HPHS News Blog</a> <a href="#">HPHS Photo Site</a> <a href="#">Text Book site</a>
<b>External Assessment:</b>	<b>Local Assessment:</b>
Work hung in school/regional and national contests	Weekly critique
<b>Best Instruction:</b>	
Darkroom/Digital Darkroom	