

Fine Arts Scope and Sequence

Subject	Grade	6 Weeks	Estimated Time Frame
Art II Photography	10, 11, and 12	Six	6 weeks
TEKS / Student Expectations:		Examples / Specifications:	
<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"> (A) illustrate ideas for artworks from direct observation, experiences, and imagination; and (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>1.A&B</p> <ul style="list-style-type: none"> • Students are given a group assignment to retouch a negative or print that has been severely damaged. • Students bring in an oatmeal can to make pinhole cameras. • Students can explore alternative processes using the pinhole cameras such as Van Dyke, Collotype and Palladium. • Or students can use digital or silver gelatin processing to complete a multitude of independents projects. 	
<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"> (a) create visual solutions by elaborating on direct observation, experiences, and imagination; (b) create designs for practical applications; and (c) demonstrate effective use of art media and tools in design, drawing, painting, printmaking, and sculpture. 		<p>2.A&B&C</p> <ul style="list-style-type: none"> • Students express themselves through multiple photographic assignments and use film, paper, developing equipment appropriate for the assignment. • Students are required to learn and use aspects of digital processing. 	

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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"> (a) compare and contrast historical and contemporary styles, identifying general themes and trends; (b) describe general characteristics in artworks from a variety of cultures; and (D) compare and contrast career and avocational opportunities in art. 	<p>3.A&C</p> <ul style="list-style-type: none"> • Study the history of photography and discuss relevant artists. • 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.
<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"> (a) select artworks for a personal portfolio based on evaluation of developmental progress, competency in problem-solving, and a variety of visual ideas; and (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>4.A&B</p> <ul style="list-style-type: none"> • We have weekly critiques of work and students discuss their works in class with their peers and receive immediate feedback from the instructor.
<p>Language of Instruction:</p>	<p>Instructional Resources / Textbook Correlations:</p>
<ul style="list-style-type: none"> • Portfolio • Still life • table top • light box • loupe • negative • negative carriage • timer • safe light • UV light • Infrared light 	<ul style="list-style-type: none"> • The Photographic Eye • Photography • Processing Handouts • Video
	<p>Weblinks / Other Resources:</p>

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

	HPHS News Blog HPHS Photo Site Text Book site
External Assessment:	Local Assessment:
Work hung in school/regional and national contests	Weekly critiques
Best Instruction:	
Darkroom/digital darkroom	