

Scope and Sequence

Subject	Grade	6 Weeks	Estimated Time Frame
Art III – AP Studio Art 2D Design	11 th -12 th grade	1 st through 3 rd six weeks	Fall Semester
TEKS / Student Expectations:		Examples / Specifications:	
<p>Foundations: observation and perception: use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks;</p> <p>identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks;</p> <p>identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks; and</p> <p>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> <p>Creative expression: create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;</p> <p>apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions;</p> <p>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;</p> <p>create original artwork to communicate thoughts, feelings, ideas, or impressions;</p> <p>collaborate to create original works of art; and</p> <p>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.</p> <p>Historical and cultural relevance: examine selected historical periods or styles of art to identify general themes and trends;</p>		<p>Students will be working on problems that are focused on developing the Breadth portion of the Advanced Placement Portfolio. These teacher directed assignments will be developed in a manner that will allow for differentiated instruction, meeting the needs of the interests and strengths of individual students. Problems to solve in this class will revolve around one or more of the elements and principles of design. These will include but are not limited to:</p> <ul style="list-style-type: none"> • Line • Shape • Value • Form • Color • Texture • Space • Balance • Pattern • Unity • Harmony • Emphasis • Repetition <p>In addition, students will be exposed to a wider range of mixed media techniques, contemporary artists and meaningful approaches to imagery. Students will create a portfolio of work that demonstrates</p>	

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<p>analyze specific characteristics in artwork from a variety of cultures;</p> <p>collaborate on community-based art projects; and</p> <p>examine and research career, entrepreneurial, and avocational opportunities in art.</p> <p>Critical evaluation and response: 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;</p> <p>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;</p> <p>use responses to artwork critiques to make decisions about future directions in personal work;</p> <p>construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning; and</p> <p>select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.</p>	<p>purposeful use of the elements and principles of art.</p>	
Language of Instruction:	Instructional Resources / Textbook Correlations:	
<p>Form; contrast; balance; focal point; unity; variety; emphasis; repetition; proportion/scale; figure/ground relationship; negative space; rhythm; visual movement; variation; color; value; texture; line; mixed media; metaphor; symbolism; emotionalism; intent; portfolio</p>	<p>PowerPoint; Internet resources; Publications</p>	
Weblinks / Other Resources:		
Activities:	Other Resources:	Weblinks:

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External Assessment:	Local Assessment:
College Board/AP Scoring	Student formative assessment; instructor assessment
Best Instruction Timeline:	