

Scope and Sequence

Subject	Grade	6 Weeks	Estimated Time Frame
Art III – AP 2D Studio Art	11 th – 12 th grade	4 th – 6 th six weeks	One Semester
TEKS / Student Expectations:		Examples / Specifications:	
<p>consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork;</p> <p>identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;</p> <p>identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;</p> <p>make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.</p>		<p>Each student will develop a body of work that demonstrates a student’s sustained and thoughtful investigation of a specific visual idea. Students will be encouraged to explore a personal, central interest as intensively as possible; they are free to work with any idea in any medium that addresses two-dimensional design issues. This concentration (sustained investigation) should grow out of the student’s idea and demonstrate growth and discovery through a number of conceptually related works.</p>	
<p>use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;</p> <p>communicate a variety of applications for design solutions;</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>demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.</p>			
compare and contrast historical and contemporary styles while			

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<p>identifying general themes and trends;</p> <p>describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;</p> <p>collaborate on community-based art projects; and</p> <p>compare and contrast career and avocational opportunities in art.</p>	
<p>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 verbal or written 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>construct a physical or electronic portfolio by evaluating and analyzing personal original artwork 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>Language of Instruction:</p>	<p>Instructional Resources / Textbook Correlations:</p>
<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>Weblinks / Other Resources:</p>	
<p>Activities:</p>	<p>Other Resources:</p>
<p>Weblinks:</p>	

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External Assessment:	Local Assessment:
Best Instruction Timeline:	