

Scope and Sequence

Subject	Grade	6 Weeks	Estimated Time Frame
AP 3-D	11-12	4	6 weeks
TEKS / Student Expectations:		Examples / Specifications:	
<p>Knowledge and skills.</p> <p>The student is expected to:</p> <p>A. consider concepts and themes for personal artwork that integrate an extensive range of visual observations, experiences, and imagination;</p> <p>B. compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;</p> <p>C. compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork; and</p> <p>D. discriminate between art media and processes to express complex visual relationships such as content, meaning, message, and metaphor using extensive art vocabulary.</p> <p>Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork.</p>		<p>Students will work on creating their AP Portfolios that include the area of focus for their concentration while also creating work for the quality and breadth sections as well.</p> <p>Students will utilize knowledge of the Elements of Art throughout the year in each piece.</p> <p>Students will apply knowledge of the Principles of Design throughout the year in each work created.</p> <p>For their concentration pieces, the student will choose materials that best convey their theme.</p>	

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<p>The student is expected to:</p> <ul style="list-style-type: none">A. produce an original body of artwork that integrates information from a variety of sources, including original sources, and demonstrates sustained self-directed investigations into specific themes such as a series or concentration of works;B. evaluate and justify design ideas and concepts to create a body of personal artwork;C. 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;D. create original artwork to communicate thoughts, feelings, ideas, or impressions;E. collaborate to create original works of art; andF. create artwork, singularly and in a series, by selecting from a variety of art materials and tools <p>Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.</p>	<p>Each student will have a portfolio of work for AP submission that reflects their theme and knowledge of working with a variety of materials.</p> <p>The student will present ideas to class for feedback based on relation to theme as well as choice of materials</p> <p>Students will work from previous well known works that address the idea of Memory in the piece to develop their own approach to this theme.</p> <p>Each piece created by the student will reflect a concept or combination of ideas either as directed by the teacher or student chosen.</p> <p>All work for the concentration portion of the student AP Portfolio may convey a series or body of work using a variety of materials.</p>
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<p>appropriate to course work in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.</p> <p>The student is expected to:</p> <p>A. research and report on selected historical periods, artists, general themes, trends, and styles of art;</p> <p>B. analyze and evaluate the influence of contemporary cultures on artwork;</p> <p>C. collaborate on community-based art projects; and</p> <p>D. examine, research, and develop a plan of action for relevant career or entrepreneurial art opportunities within a global economy, justifying the choice.</p> <p>Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures.</p> <p>Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development</p>	<p>Students will use prior knowledge of different historical periods to further the development of their ideas</p> <p>Students will research and decide how other cultures look at and perceive the concept of memory as it applies to our current culture</p> <p>As the student portfolio becomes more developed, the students will research and present which career/s may best fit their interests</p> <p>Students will participate in regular critiques of their own work as well as that of their peers by referencing work viewed in galleries</p>
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<p>of the lifelong skills of making informed judgments and reasoned evaluations.</p>	<p>galleries, art exhibits, and websites based on a high level of creativity and expertise in one or more art areas;</p> <p>B. 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>C. analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and the measure of uniqueness;</p> <p>D. use responses to artwork critiques to make decisions about future directions in personal work;</p> <p>E. construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning; and</p> <p>F. evaluate a wide range of</p>	<p>Individual and class critiques during the process of creating and once work is completed will occur throughout the year to better refine the student's portfolio and style.</p> <p>Reflection on personal decisions in their work will occur after each major assignment where the student will respond to direct questions that allow for deep reflection and growth</p> <p>Class and individual critiques, as well as personal reflection statements, will be used as a guide in future artistic decisions made by the students</p>
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<p>artwork to form conclusions about formal qualities, aesthetics, historical and cultural contexts, intents, and meanings.</p>		
Language of Instruction:		Instructional Resources / Textbook Correlations:
<p>Line, shape, form, space, color, texture, value, balance, emphasis, repetition/ pattern, unity, movement/ rhythm, contrast, variety, proportion Memory in art</p>		<p>Art Through the Ages</p>
Weblinks / Other Resources:		
<p>Activities: SmartHistory.com</p>	<p>Other Resources: Textbooks, magazines, books</p>	<p>Weblinks: www.smarthistory.org</p>
External Assessment:		Local Assessment:
<p>Major Assignments: Students will choose 2 everyday objects to cast in plaster and create a final sculpture that utilizes cast forms, color scheme, positive/negative space and repetition. Students will also use 2 materials such as foam and clay to create a work that appears to defy gravity.</p>		<p>Sketchbook assignments Class and individual critiques Gallery visits/ presentations</p>