

Scope and Sequence

Subject	Grade	6 Weeks	Estimated Time Frame
Art III Ceramics	11-12	6th	6 weeks
TEKS / Student Expectations:		Examples / Specifications:	
<p>1. Knowledge and skills.</p> <p>The student is expected to:</p> <p>A. analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively;</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. explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork.</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>Creative expression. The student communicates ideas through original artwork 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</p> <p>The student is expected to:</p> <p>E. create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic</p>		<p>Students will compare and contrast works from multiple sources to create a series of works using a variety of materials that represent their point of view.</p> <p>Students will use their knowledge of the Elements of Art in discussions about their own work.</p> <p>Students will use their knowledge of the Principles of Design in discussions about their own work.</p> <p>Students will work with a variety of materials to explore concepts of identity, memory, time, industry, technology, nature, religion, politics, etc.</p> <p>Inspired by independent study of artists, students will create personal works that reflect their personal style and intent.</p>	

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<p>effort and progressive problem-solving skills.</p>	<p>intent;</p> <p>F. solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices in order to make successful design decisions;</p> <p>G. 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>H. create original artwork to communicate thoughts, feelings, ideas, or impressions;</p> <p>I. collaborate to create original works of art; and</p> <p>J. select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.</p>	<p>Students will design and implement works that are site specific based on needs of the proposed client.</p> <p>Although students will study the work of others for inspiration, they will create unique works without copying.</p> <p>Each series of work will reflect original ideas based on main concept.</p> <p>Students will work together on collaborative works as campus installations with other art classes.</p> <p>Students will choose materials for each series of work that the student feel best reflects their intent.</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>The student is expected to:</p> <p>K. research selected historical periods, artists, general themes, trends, and styles of art;</p> <p>L. distinguish the correlation between specific characteristics and influences of various cultures and contemporary artwork;</p>	<p>Students will have weekly sketchbook assignments based on research of personal interest.</p> <p>Students will create a series of works that reflect their own personal culture but in a contemporary way that is relevant to today.</p>

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<p>M. collaborate on community-based art projects; and</p> <p>N. examine, research, and develop a plan of action for relevant career, entrepreneurial, and avocational art opportunities within a global economy.</p> <p>The student is expected to:</p> <p>O. interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas;</p> <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>Q. 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 measure of uniqueness;</p> <p>R. use responses to artwork critiques to make decisions about future directions in personal work;</p> <p>S. construct a</p> <p>Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations.</p>	<p>Students will research, design and present ideas for community-based projects that have a message and theme important to Dallas and to the students.</p> <p>Through research and collaboration with others, the students will present their findings on careers and opportunities.</p> <p>After museum visits, students will critique the work of others.</p> <p>Students will use this method to critique the work of others seen in gallery visits and in online research.</p> <p>Students will write artist's statements for each work that they display in the student gallery show or in any other type of display of their work.</p> <p>Students will work from critiques to better inform their personal decisions in their work.</p>
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<p>physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning; and</p> <p>T. select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings.</p>	<p>Students will keep a digital portfolio of all works for reference and reflection.</p> <p>Students will organize a personal and a collaborative exhibition on campus.</p>	
<p>Language of Instruction:</p>		
<p>Line, Shape, Space, Form, Color, Texture, Value Emphasis, Repetition/pattern, Movement/rhythm, Contrast/variety, Balance, Proportion, and Unity Collaboration, Copy write Laws</p>	<p>Instructional Resources / Textbook Correlations:</p> <p>Images, artist websites, museum visits, online tours</p>	
<p>Weblinks / Other Resources:</p>		
<p>Activities: Research works of interest Sketches/ thumbnails Design plans</p>	<p>Other Resources: Prior knowledge of materials Nasher Sculpture Center, DMA, The Modern, Kimbell Art Museum</p>	<p>Weblinks: Colossal, Smarthistory, Pinterest</p>
<p>External Assessment:</p>		
<p>Major Project Rubric</p>	<p>Local Assessment: Reflection Critique Sketches</p>	