

Scope and Sequence

Subject	Grade	9 Weeks	Estimated Time Frame
Art	4th		
TEKS / Student Expectations:		Examples / Specifications:	
(1) 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 artworks. The student is expected to:		For example students might participate in the following activities:	
(A) explore and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;		1. Elements of art illustrations http://www.artsonia.com/museum/gallery.asp?exhibit=700989	
(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and		2. Woven characters (character development) http://www.artsonia.com/museum/gallery.asp?exhibit=735520	
(C) discuss the elements of art as building blocks and the principles of design as organizers of works of art.		3. Self-Portraits http://www.artsonia.com/museum/gallery.asp?exhibit=592208	
		4. Still life drawings http://www.artsonia.com/museum/gallery.asp?exhibit=716827	
Language of Instruction:		Instructional Resources / Textbook Correlations:	
"Elements of Art": line, shape, color, texture, form, space, value "Principles of Design" : Emphasis, Pattern, Movement, Contrast, Variety, Balance, Proportion, Unity		Students can also use personal sketchbooks to express imaginative thoughts Posters on Elements and Principles of Art	
Weblinks / Other Resources:			
Activities: See this link for a Scream portrait idea http://greenbayartroom.blogspot.ca/search/label/4th%20Grade?updated-max=2011-04-08T15:08:00-05:00&max-results=20&start=10&by-date=false	Other Resources: Chuck Close Portrait Book	Book Weblinks: See the Children's Book of Art http://www.amazon.com/Childrens-Book-Art-Publishing/dp/0756655110/ref=sr_1_5?ie=UTF8&keywords=artist+books+for+kids	

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External Assessment:	Local Assessment:
Best Instruction Timeline:	

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(2) 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. The student is expected to:		For example students might participate in the following activities:	
(A) integrate ideas drawn from life experiences to create original works of art;		1. Create a flip book about a life experience http://www.educatorresourcecenter.org/view_lesson.aspx?lesson_plan_id=417 *Create your own community printmaking http://www.artsonia.com/museum/gallery.asp?exhibit=659769	
(B) create compositions using the elements of art and principles of design; and		2. Product design http://www.educatorresourcecenter.org/view_lesson.aspx?lesson_plan_id=145	
(C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials.		3. Architecture http://www.educatorresourcecenter.org/view_lesson.aspx?lesson_plan_id=420 *Use this for ideas of digital and multimedia projects http://www.ipadartroom.com/	
Language of Instruction:		Instructional Resources / Textbook Correlations:	

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Weblinks / Other Resources:		
Activities: http://www.deepspacesparkle.com/category/fourth-grade-art-lessons/	Other Resources:	Weblinks:
External Assessment:		Local Assessment:
Best Instruction Timeline:		

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TEKS / Student Expectations:		Examples / Specifications:	
(3) 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. The student is expected to:		For example students might participate in the following activities:	
(A) compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions;		1. Masks http://www.artsonia.com/museum/gallery.asp?exhibit=803997	
(B) compare purpose and content in artworks created by historical and contemporary men and women, making connections to various cultures;		2. Artwork based on cultural traditions http://www.artsonia.com/museum/gallery.asp?exhibit=787150	
(C) connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and		3. Artwork based on the work of an artist http://www.artsonia.com/museum/gallery.asp?exhibit=710550 *Digital art stop motion animation ideas http://youthdigitalmedia.com/2010/10/26/kids-technology-lesson-plan-stop-motion-animation-for-teaching-video-storytelling/#more-164	
(D) investigate connections of visual art concepts to other disciplines.		4. Art created from scientific research http://www.artsonia.com/museum/gallery.asp?exhibit=776219	
Language of Instruction:		Instructional Resources / Textbook Correlations:	
Architecture, animation			

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Weblinks / Other Resources:		
Activities: Possible field trip to the arts district to view artwork reflecting history and traditions	Other Resources: Possible HPArts Presentations on cultural art	Weblinks:
External Assessment:		Local Assessment:
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(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:		For example students might participate in the following activities:	
(A) evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of self, peers, and historical and contemporary artists;		1. Artist Trading Cards *Students can also write and upload artist statements about their personal work on Artsonia for viewing by teachers, students and parents.	
(B) use methods such as written or oral response or artist statements to identify emotions found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums; and		2. Using paintings to tell stories http://www.smithsonianeducation.org/educators/lesson_plans/collect/telpai/telpai0a.htm *Students should also use their sketchbooks as a tool for written or oral response to artwork posted in galleries or art museums	
(C) compile collections of personal artworks for purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios.		3. Photography and emotion http://www.insideoutproject.net/dallascontemporary/ * Students create their own personal portfolio to hold their collection of work throughout the year and students also have a digital portfolio on Artsonia that they can review over the course of their time in elementary school and self-assess their growth.	
Language of Instruction:		Instructional Resources / Textbook Correlations:	
Artsonia, artist statement, reflections		www.artsonia.com	

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Weblinks / Other Resources:		
Activities: Students do gallery responses on 4 th grade fine arts field trip.	Other Resources:	Weblinks:
External Assessment:		Local Assessment:
Best Instruction Timeline:		