

Middle School Visual Art Scope & Sequence - MS Art I Beginning/ Enriched Art I

| Strand | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|--|---|--|---|
| Foundations: observation and perception | <ul style="list-style-type: none"> -introduction to principles & elements of art -personal experience -line -composition/emphasi s --form/value (2-D) | <ul style="list-style-type: none"> -contrast -shape -space/perspective -narrative -balance -unity -rhythm & movement | <ul style="list-style-type: none"> -direct observational drawing -proportion -repetition/ pattern | <ul style="list-style-type: none"> -community -color -symbols |
| Creative expression/ media | <ul style="list-style-type: none"> -drawing -relief printmaking | <ul style="list-style-type: none"> -digital art -ceramics -photography | <ul style="list-style-type: none"> -fiber art -sculpture/modeled forms | <ul style="list-style-type: none"> -painting -intaglio printmaking |
| Historical and cultural relevance | <ul style="list-style-type: none"> -identify historical & political events in artworks | <ul style="list-style-type: none"> -identify universal themes in art | <ul style="list-style-type: none"> -explain relationships between society & art | <ul style="list-style-type: none"> -explore art careers |
| Critical Evaluation and Response | <ul style="list-style-type: none"> -develop portfolio -exhibition etiquette | <ul style="list-style-type: none"> -develop portfolio -art critique -oral response to work | <ul style="list-style-type: none"> -develop portfolio -written responses to artwork | <ul style="list-style-type: none"> -develop portfolio -explore original artworks in a museum setting (physical & virtual) |

MS Art I TEKS

(1) **Foundations:** *The student uses 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 to create original artwork.*

- (A) **identify and illustrate** concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
- (B) **understand and apply** the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately;
- (C) **understand and apply** the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using art vocabulary appropriately.
- (D) **discuss** the expressive properties of artworks such as **appropriation**, meaning, **narrative**, message, and symbol using art vocabulary accurately.

(2) **Creative expression.** *The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.*

- (A) create original artworks based on direct observations, original sources, personal experiences, and the community;
- (B) apply the art-making process to solve problems and generate design solutions; and
- (C) produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials.

(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.*

- (A) **identify** the influence of historical and political events in artworks;
- (B) **identify** examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;
- (C) explain the relationships that exist between societies and their art and architecture; and
- (D) explore career and avocational opportunities in art such as various design, museum, and fine arts fields.

(4) Critical evaluation and response. *The student responds to and analyzes artworks of self and others, making informed judgments and reasoned evaluations.*

(A) create written or oral responses to artwork using appropriate art vocabulary;

(B) analyze original artworks 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;

(C) develop a portfolio;

(D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and

(E) understand and demonstrate proper exhibition etiquette.

MS Art I Essential Questions:

- How can we apply our personal experiences into creating original artwork?
- How can we develop an idea from the beginning stages to the final product?
- How can we evaluate art using appropriate vocabulary?
- What are the universal themes seen in art around the world?

Middle School Visual Art Scope & Sequence - MS Art II Intermediate / Enriched Art II

| Strand | 1st Quarter (1A) | 2nd Quarter (1A) | 3rd Quarter (1B) | 4th Quarter (1B) |
|--|--|---|---|---|
| Foundations: observation and perception | <ul style="list-style-type: none"> -Intro/re-teach to principles & elements -personal experiences -line -shape -value -composition/emphasis -contrast/variety -balance -appropriation | <ul style="list-style-type: none"> -direct observation -imagination -narrative -community -color -space -repetition/pattern -movement/rhythm -proportion -unity | <ul style="list-style-type: none"> -intro/re-teach of the principles and elements of design -personal experiences -line -perspective -form -space -balance | <ul style="list-style-type: none"> -collaborative -symbolism -community -shape -texture -emphasis -repetition/pattern |
| Creative expression/ media | <ul style="list-style-type: none"> -identity -memory -drawing -copyright | <ul style="list-style-type: none"> -painting -printmaking -photography/ digital | <ul style="list-style-type: none"> -sculptures/modeled forms -copyright -photography (of artworks) | <ul style="list-style-type: none"> -ceramics -fiber |
| Historical and cultural relevance | <ul style="list-style-type: none"> -analyze ways that global, cultural, historical, and political issues influence artworks | <ul style="list-style-type: none"> -careers in art | <ul style="list-style-type: none"> -analyze universal themes | <ul style="list-style-type: none"> -compare & contrast society's art |
| Critical Evaluation and Response | <ul style="list-style-type: none"> -oral responses to artwork addressing technique (4)(A) -use critique to describe an artwork (4)(B) -develop portfolio (4)(C) | <ul style="list-style-type: none"> -written responses to artwork addressing technique and purpose, (4)(A) -use critique to describe an artwork and analyze its purpose and technique (4)(B) | <ul style="list-style-type: none"> -written responses to artwork addressing technique, purpose, organization, and personal expression (4)(A) -use critique to describe an artwork, analyze its | <ul style="list-style-type: none"> -written responses to artwork addressing technique, purpose, organization, judgment, and personal expression (4)(A) -use critique to describe |

| | | | | |
|--|--|---|---|---|
| | -virtual tours of museum collections(4)(D) | -portfolio demonstrates progress (4)(C) -virtual tours of museum collections (4)(D) | purpose, technique, and organization (4)(B) -portfolio demonstrates progress (4)(C) -museum tours (4)(D) -exhibition etiquette (4)(E) | an artwork, analyze its purpose, technique, and organization, personal expression, and judgment (4)(B) -portfolio demonstrates progress (4)(C) |
|--|--|---|---|---|

MS ART II TEKS

*(1) **Foundations:** The student uses 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 to create original artwork.*

- (A) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
- (B) **compare and contrast** the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;
- (C) **compare and contrast** the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately; and
- (D) **understand and apply** the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.

*(2) **Creative expression.** The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.*

- (A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including **memory, identity, imagination,** and the **community**;
- (B) apply the art-making process to solve problems and generate design solutions;
- (C) **apply technical skills** effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media; and
- (D) **use** an understanding of **copyright and public domain** to appropriate imagery when working from sources rather than direct observation or imagination.

(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.*

(A) analyze ways that global, cultural, historical, and political issues influence artworks;

(B) analyze selected artworks to determine contemporary relevance in relationship to universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;

(C) compare and contrast relationships that exist between a society's art and its music, literature, and architecture; and

(D) identify career and avocational choices in art such as various design, museum, and fine arts fields.

(4) **Critical evaluation and response.** *The student responds to and analyzes artworks of self and others, making informed judgments and reasoned evaluations.*

(A) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;

(B) analyze original artworks 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;

(C) develop a portfolio that demonstrates progress;

(D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and

(E) demonstrate an understanding of and apply proper exhibition etiquette.

Essential Questions:

- How do artistic decisions influence the production of a work of art?
- How do artists improve the quality of their creative work?
- How can learning about other cultures teach us about our own?
- What language can we use to be more specific in our critical evaluation of artwork?

Middle School Visual Art Scope & Sequence - MS Art III / Enriched Art III

| Strand | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
|--|--|--|---|---|
| Foundations: observation and perception | <ul style="list-style-type: none"> -direct observation, original sources, personal experiences, family, cultural (1)(A) -line, shape, form, value (1)(B) -repetition, pattern, movement, rhythm, proportion (1)(C) -symbol, meaning (1)(D) | <ul style="list-style-type: none"> -direct observation, original sources, imagination, personal experiences, school, local, national (1)(A) -line, shape, color, form, value (1)(B) -emphasis, contrast, proportion (1)(C) -meaning, message (1)(D) | <ul style="list-style-type: none"> -direct observation, original sources, imagination, personal experiences, regional -line, shape, color, form, value, texture (1)(B) -emphasis, movement/ rhythm, contrast, variety, proportion -line, shape, color, form, value, texture (1)(B) -meaning, narrative (1)(D) | <ul style="list-style-type: none"> -direct observation, original sources, imagination, personal experiences, international -line, shape, color, form, value, texture, space (1)(B) -emphasis, movement/ rhythm, contrast, variety, proportion, balance, unity -meaning, message, appropriation (1)(D) |
| Creative expression/ media | <ul style="list-style-type: none"> -identity, community (2)(A) -drawing, sculpture, photography (2)(C) -copyright and public domain (2)(D) | <ul style="list-style-type: none"> -identity, community, imagination (2)(A) -solve problems and generate design solutions (2)(B) -drawing, ceramics, painting (2)(C) -copyright and public domain (2)(D) | <ul style="list-style-type: none"> -identity, community, memory (2)(A) -solve problems and generate design solutions (2)(B) -drawing, painting, sculpture, ceramics (2)(C) -copyright and public domain (2)(D) | <ul style="list-style-type: none"> -community, imagination (2)(A) -solve problems and generate design solutions (2)(B) -drawing, fiber art, digital art (2)(C) -copyright and public domain (2)(D) |
| Historical and cultural relevance | <ul style="list-style-type: none"> -analyze cultural issues (3)(A) -identity, belief (3)(B) | <ul style="list-style-type: none"> -analyze political issues (3)(A) -identity, cultural | <ul style="list-style-type: none"> -analyze historical issues (3)(A) -identity, life cycles, | <ul style="list-style-type: none"> -analyze global issues (3)(A) -identity, cultural |

| | | | | |
|---|--|---|---|--|
| | | narrative, conflict (3)(B) -art & music (3)(C) | passage of time (3)(B) -art & literature (3)(C) | narrative, cooperation (3)(B) -art & architecture (3)(C) -careers in art (3)(D) |
| Critical Evaluation and Response | -oral responses to artwork addressing technique (4)(A) -use critique to describe an artwork (4)(B) -develop portfolio (4)(C) -virtual tours of museum collections (4)(D) | -written responses to artwork addressing technique and purpose , (4)(A) -use critique to describe an artwork and analyze its purpose and technique (4)(B) -portfolio demonstrates progress (4)(C) -virtual tours of museum collections (4)(D) | -written responses to artwork addressing technique, purpose, organization , and personal expression (4)(A) -use critique to describe an artwork, analyze its purpose , technique, and organization (4)(B) -portfolio demonstrates progress (4)(C) -museum tours (4)(D) -exhibition etiquette (4)(E) | -written responses to artwork addressing technique, purpose, organization, judgment , and personal expression (4)(A) -use critique to describe an artwork, analyze its purpose , technique, and organization, personal expression , and judgment (4)(B) -portfolio demonstrates progress (4)(C) -virtual tours of museum collections (4)(D) |

MS ART II TEKS

(1) Foundations: *The student uses 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 to create original artwork.*

- (A) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
- (B) compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;
- (C) compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm,

contrast/variety,

balance, proportion, and unity, in personal artworks using vocabulary accurately; and

(D) understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.

(2) Creative expression: *The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. .*

(A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community;

(B) apply the art-making process to solve problems and generate design solutions;

(C) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media; and

(D) use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination.

(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.*

(A) analyze ways that global, cultural, historical, and political issues influence artworks;

(B) analyze selected artworks to determine contemporary relevance in relationship to universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;

(C) compare and contrast relationships that exist between a society's art and its music, literature, and architecture;

(D) identify career and avocational choices in art such as various design, museum, and fine arts fields.

(4) Critical evaluation and response: *The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations.*

(A) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;

(B) analyze original artworks 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;

(C) develop a portfolio that demonstrates progress;

(D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums,

galleries, or community art; and

(E) demonstrate an understanding of and apply proper exhibition etiquette.

Essential Questions:

- How do artistic decisions improve the quality of a work of art?
- How do artists self-select media to communicate their ideas?
- How can universal themes and visual responses from other cultures apply to our own artmaking?
- How can we apply critique strategies to deepen our thinking about a work of art?

Art 1 High School Visual Art Scope & Sequence

| Strand | Quarter 1 (1a) | Quarter 2 (1a) | Quarter 3 (1b) | Quarter 4 (1b) |
|--|---|--|--|--|
| Foundations: observation and perception | <ul style="list-style-type: none"> -Direct Observation -Identify Elements & Principles -Judge content of the work | <ul style="list-style-type: none"> -Illustrate Imagination -Compare Elements & Principles -Judge meaning of the artwork | <ul style="list-style-type: none"> -Consider Experiences -Develop elements of text & time -Develop message/narrative within the artwork | <ul style="list-style-type: none"> -Original Sources -Develop principles direction, juxtaposition &/or sequence -Develop metaphors (symbols) within the artwork |
| Creative expression/ media | <ul style="list-style-type: none"> -Copyright -Draw -Print -Digital/Photo | <ul style="list-style-type: none"> -Communicate thoughts, feelings & impressions -Design -Paint | <ul style="list-style-type: none"> -Problem solving & visual solutions -Ceramics | <ul style="list-style-type: none"> -Copyright & Appropriation -Sculpture/Fiber Arts |
| Historical and cultural relevance | <ul style="list-style-type: none"> -Collaborate in community based art projects (Big Art Day) | <ul style="list-style-type: none"> -Compare & Contrast historical & contemporary art | <ul style="list-style-type: none"> -Identify themes & trends in variety of cultures; including personal identity & heritage | <ul style="list-style-type: none"> -Compare & contrast careers |
| Critical Evaluation and Response | <ul style="list-style-type: none"> -Verbally analyze formal qualities (ex. E&P) of self, peers & others artwork. -construct portfolio | <ul style="list-style-type: none"> -Written critique analyzing formal qualities of self, peers & other artwork. -Construct portfolio | <ul style="list-style-type: none"> -Verbal & written meaning, historical &/or culture context of an artwork -Construct portfolio | <ul style="list-style-type: none"> -Verbal & written evaluate & justify artistic designs and intention -construct portfolio |

HS Art I TEKS

(1) **Foundations:** *The student uses 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 to create original artwork.*

- a. **consider** concepts and illustrate ideas for original artworks from direct observation, original sources, experiences, and imagination
- b. **identify** and understand **compare and contrast** the use of art elements Elements of Art, including line, shape, (color, texture, form, line, space, value) and art principles (emphasis, pattern, rhythm, balance, proportion, unity) as the fundamentals of art in personal artworks and those of others, using vocabulary appropriately. Other Elements of Art such as **text** and **time** may be evident as media evolve
- c. **identify** and understand the Principles of Design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks. Other Principles of Design such as **direction**, **juxtaposition** and **sequence** may be evident as media evolve;
- d. **make judgments** about the expressive properties such as **content**, meaning, message, and **metaphor** of artworks, using art vocabulary accurately.

(2) **Creative expression.** *The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.*

- a. **utilize** visual solutions to create original artworks by elaborating on **problem-solving** through direct observation, original sources, experiences, **narrations**,
- b. **communicate** a variety of applications for design solutions
- c. **use** an understanding of **copyright** and public domain to appropriate imagery constituting the main focal point of original artworks (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
- f. **demonstrate** effective use of art media and tools in design, drawing, painting, printmaking, and sculpture, ceramics, fiberart, design, and digital art and media

(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.*

compare and contrast historical and contemporary styles, while **identifying** general themes and trends;

- g. describe general characteristics in artworks from a variety of cultures which might also include personal identity and heritage
- h. collaborate on community-based art projects; and
- i. compare and contrast career and avocational opportunities in art

(4) **Critical evaluation and response.** *The student responds to and analyzes artworks of self and others, making informed judgments and reasoned evaluations.*

- j. interpret, evaluate, and justify artistic decisions in personal artworks by self, peers, and other artists (such as in museums, local galleries, art exhibits, and websites)
- k. evaluate and analyze artworks using a verbal or written method of critique such as describe the artwork, analyze the way it is organized, interpret the artist's intention, evaluate the success of the artwork;
- l. construct a portfolio such as a physical or electronic portfolio through evaluating and analyzing personal original artworks to provide evidence of learning
- m. select and analyze original artworks, portfolios, and exhibitions by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intention and meanings.

Essential Questions:

- How can artists self-reflect and make judgments to communicate meaning?
- What strategies can artists use in problem solving to generate original works of art?
- How does the context in which an artwork was created influence the viewer's response?
- How do artists make choices to construct a portfolio?