## Secondary Curriculum and Development
### 2019-2020 Scope and Sequence
**Fine Arts – Middle School Visual Art 3**

<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| **Unit 1: Introduction to Advanced Art** | Aug. 26 - Oct. 4, 2019 | 15 class periods (90 minutes each) or 28 class periods (45 minutes each) | **MS 3.B1** 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 artworks.  
**MS 3.B1a** Identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international.  
**MS 3.B1b** 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.  
**MS 3.B1c** 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.  
**MS 3.B1d** Understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.  
**MS 3.B2** 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.  
**MS 3.B2a** 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.  
**MS 3.B2b** Apply the art-making process to solve problems and generate design solutions.  
**MS 3.B2c** 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.  
**MS 3.B2d** Use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination.  
**MS 3.B3b** 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.  
**MS 3.B4** 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.  
**MS 3.B4b** 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.  
**MS 3.B4c** Develop a portfolio that demonstrates progress. |
## Scope and Sequence

**Fine Arts – Middle School Visual Art 3**

### Cycle 2

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
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</table>
| **Unit 2:** Detailed approach to Element of Art: Color. Application of the Principles of Design. Sketchbook/Portfolio review. | 12 class periods (90 minutes each) | **MS 3.B1** 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.  
**MS 3.B1a** Identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international.  
**MS 3.B1b** 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.  
**MS 3.B1c** 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.  
**MS 3.B1d** Understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.  
**MS 3.B2** 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.  
**MS 3.B2a** 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.  
**MS 3.B2b** Apply the art-making process to solve problems and generate design solutions.  
**MS 3.B2c** Apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/model forms, ceramics, fiber art, photographic imagery, and digital art and media.  
**MS 3.B2d** Use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination.  
**MS 3.B3** 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.  
**MS 3.B3c** Compare and contrast relationships that exist between a society's art and its music, literature, and architecture.  
**MS 3.B4c** Develop a portfolio that demonstrates progress.  
**MS 3.B4d** Investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art.  
**MS 3.B4e** Understand and demonstrate proper exhibition etiquette.  |
| or | 24 class periods (45 minutes each) | **Fall Holiday (students only)** Oct. 9 |
| | | **Early Dismissals** Oct. 18 Nov. 8 |

### Oct. 7 - Nov. 8, 2019

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

- **Global Graduate**
- **State Process Standard**
- **State Readiness Standard**
- **State Supporting Standard**

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### Cycle 3

#### Unit 3: Cultural Exploration: See the world through shared attributes, values, tradition, region and multicultural art and artmaking.

In this unit student will gain exposure through a cultural art view of the world. Artwork, artforms and artists separated by the 7 Continents will give students a global, multicultural perspective. Explore a multicultural approach to artmaking. Culture is commonly held beliefs, activities, social norms, and expressions of creativity within a group of people. Once students imbed understanding of other cultures into their own understanding and belief, multicultural art is created.

<table>
<thead>
<tr>
<th># Class Periods</th>
<th>24 Days Nov. 11 - Dec. 19, 2019</th>
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<tbody>
<tr>
<td>12 class periods (90 minutes each) or 24 class periods (45 minutes each)</td>
<td>Thanksgiving Break Nov. 25-29 Teacher Prep Day Dec. 20 Winter Break Dec. 23 - Jan. 3</td>
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The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

#### Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

**MS 3.B1** 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 artworks.

**MS 3.B1a** Identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international.

**MS 3.B1b** 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.

**MS 3.B1c** 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.

**MS 3.B1d** Understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.

**MS 3.B2b** Apply the art-making process to solve problems and generate design solutions.

**MS 3.B3a** Analyze ways that global, cultural, historical, and political issues influence artworks.

**MS 3.B3d** Identify career and avocational choices in art such as various design, museum, and fine arts fields.

**MS 3.B4** 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.

**MS 3.B4a** Create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression.

**MS 3.B4b** 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.

**MS 3.B4c** Develop a portfolio that demonstrates progress.
## Cycle 4

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<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
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<tr>
<td>Unit 4: Exploring still life through proportion and value. Review of linear perspective: one-point perspective through, landscape.</td>
<td>15 class periods (90 minutes each) or 29 class periods (45 minutes each)</td>
<td>MS 3.B1 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 artworks.</td>
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<td>MS 3.B2 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.</td>
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<td></td>
<td>MS 3.B2a 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.</td>
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<td>MS 3.B2b Apply the art-making process to solve problems and generate design solutions.</td>
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<td>MS 3.B2c Apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modelled forms, ceramics, fiber art, photographic imagery, and digital art and media.</td>
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<td>MS 3.B2d Use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination.</td>
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<td>MS 3.B3 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.</td>
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<td>MS 3.B3a Analyze ways that global, cultural, historical, and political issues influence artworks.</td>
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<td>MS 3.B3c Compare and contrast relationships that exist between a society's art and its music, literature, and architecture.</td>
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<td>MS 3.B3d Identify career and avocational choices in art such as various design, museum, and fine arts fields.</td>
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<td>MS 3.B4 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.</td>
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<td>MS 3.B4a Create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression.</td>
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<td>MS 3.B4c Develop a portfolio that demonstrates progress.</td>
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MLK Jr. Day Jan. 20
Early Dismissals Jan. 18 Feb. 14

**Notes:** The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
## Fine Arts – Middle School Visual Art 3

**Cycle 5**

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</table>
| **Unit 5:** Exploring Pointillism, Pop Art, Op Art and Art Professions. | 15 class periods (90 minutes each) or 29 class periods (45 minutes each) | **MS 3.B1** 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 artworks.  
**MS 3.B1a** Identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international.  
**MS 3.B1b** 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.  
**MS 3.B1c** 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.  
**MS 3.B1d** Understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.  
**MS 3.B2** 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.  
**MS 3.B2a** 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.  
**MS 3.B2b** Apply the art-making process to solve problems and generate design solutions.  
**MS 3.B2c** 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.  
**MS 3.B3a** Analyze ways that global, cultural, historical, and political issues influence artworks.  
**MS 3.B3d** Identify career and avocational choices in art such as various design, museum, and fine arts fields.  
**MS 3.B4a** Create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression.  
**MS 3.B4c** Develop a portfolio that demonstrates progress.  
**MS 3.B4d** Investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art.  
**MS 3.B4e** Understand and demonstrate proper exhibition etiquette. |
### Cycle 6

**Unit 6: Ceramic building through function and form.** In this Unit, students are exposed to utilitarian and decorative ceramic works. This unit will introduce students to building with clay. Emphasis will be placed on the design elements: line, shape, texture, and color. Focus will be on the hand building techniques; pinch, coil and slabs. Functional as well as sculptural applications will be explored. Introduction to traditional and historical ceramic arts will be incorporated. Various glaze and decoration techniques for finishing work will be covered.

<table>
<thead>
<tr>
<th>Days</th>
<th>Class Periods</th>
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<tbody>
<tr>
<td>Apr. 6 - May 29, 2020</td>
<td>18 class periods (90 minutes each) or 38 class periods (45 minutes each)</td>
<td><strong>MS 3.B1</strong> 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 artworks. <strong>MS 3.B1c</strong> 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. <strong>MS 3.B1d</strong> Understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately. <strong>MS 3.B2a</strong> 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. <strong>MS 3.B2b</strong> Apply the art-making process to solve problems and generate design solutions. <strong>MS 3.B3a</strong> Analyze ways that global, cultural, historical, and political issues influence artworks. <strong>MS 3.B3b</strong> 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. <strong>MS 3.B3c</strong> Compare and contrast relationships that exist between a society's art and its music, literature, and architecture. <strong>MS 3.B4</strong> 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. <strong>MS 3.B4b</strong> 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. <strong>MS 3.B4c</strong> Develop a portfolio that demonstrates progress. <strong>MS 3.B4d</strong> Investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art. <strong>MS 3.B4e</strong> Understand and demonstrate proper exhibition etiquette.</td>
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