

Cycle 1	38 Days		The recommended number of lessons 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.
	Aug. 26 – Oct. 18, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 1:</b> <b><u>Foundations, Observations, and Perception</u></b> In art, students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students will explore the fundamentals of drawing from life.</p>	<p><b>8</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Aug. 26 – Oct. 18</p> <p><i>Labor Day</i> Sept. 2</p> <p><i>Fall Holiday</i> Oct. 9, (students only)</p> <p><i>Early Dismissals</i> Sept. 27 Oct. 18</p>	<p><b>ART.4.1A</b> 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.</p> <p><b>ART.4.1B</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.</p> <p><b>ART.4.1C</b> Discuss the elements of art as building blocks and the principles of design as organizers of works of art.</p> <p><b>ART.4.2A</b> Integrate ideas drawn from life experiences to create original works of art.</p> <p><b>ART.4.2B</b> Create compositions using the elements of art and principles of design.</p> <p><b>ART.4.2C</b> 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.</p> <p><b>ART.4.3A</b> 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</p> <p><b>ART.4.3D</b> Investigate connections of visual art concepts to other disciplines.</p> <p><b>ART.4.3C</b> 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.</p> <p><b>ART.4.4A</b> Evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of self, peers, and historical and contemporary artists.</p> <p><b>ART.4.4B</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.</p> <p><b>ART.4.4C</b> Compile collections of personal artworks for purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios.</p>	

Cycle 2	39 Days		The recommended number of lessons 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.
	Oct. 21 – Dec. 19, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b><u>Unit 2: Creative Expression</u></b> Art students communicate their thoughts and ideas with innovation and creativity. Students will explore cultural art. It is important for an understanding of various traditions and materials used all over the world. It also builds a foundation of tolerance for others. Cultures of focus: Native American, Early American, Hispanic/Latino, African, and Asian/Asian Pacific.</p>	<p><b>8</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Oct. 21 – Dec. 19</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p> <p><i>Early Dismissal</i> Nov. 8</p>	<p><b>ART.4.2A</b> Integrate ideas drawn from life experiences create original works of art.</p> <p><b>ART.4.2B</b> Create composition using the elements of and principles of design.</p> <p><b>ART.4.2C</b> 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 photographic imagery using a variety of art media and materials.</p>	

Cycle 3	49 Days	
	Jan. 6 – Mar. 13, 2020	
	The recommended number of lessons 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.	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b><u>Unit 3: Mixed Media</u></b> In this unit students will learn the importance of mixed media art and the artists that create it. Students will explore various techniques to tell a story with media art by using themes, colors, and a cohesive thought process.</p>	<p><b>10</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Jan. 6 – Mar. 13</p> <p><i>MLK Jr. Day</i> <i>Jan. 20</i></p> <p><i>Spring Break</i> <i>Mar. 16-20</i></p> <p><i>Early Dismissals</i> <i>Jan. 17</i> <i>Feb. 14</i></p>	<p><b>ART.4.3A</b> Compare content in artworks for various purposes, such as the role art plays in reflecting life, expressing emotions, telling stories, or history and traditions.</p> <p><b>ART.4.3B</b> Compare purposes and content in artworks created by historical and contemporary men and women, making connections to various cultures.</p> <p><b>ART.4.3C</b> Connect art to career opportunities for positions, such as architects, animators, cartoonist, engineers, fashion designers, film makers, graphic artist, illustrators, interior designers, photographers, and web designers.</p>

Cycle 4	47 Days	
	Mar. 23 – May 29, 2020	
	The recommended number of lessons 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.	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b><u><a href="#">Unit 4: Critical Evaluation and Response</a></u></b> While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments. Students will investigate surrealist work. Ceramics, cut paper, and paperfolding are executed at an advanced level to further develop problem-solving skills. Sketchbook and portfolio review will close this unit to reflect and compile the year's work.</p>	<p><b>10</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Mar. 23 – May 29</p> <p><i>Chávez/Huerta Day</i> <i>Mar. 30</i></p> <p><i>Spring Holiday</i> <i>Apr. 10</i></p> <p><i>Memorial Day</i> <i>May 25</i></p>	<p><b>ART.4.4A</b> Evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of self, peers, and historical and contemporary artists.</p> <p><b>ART.4.4B</b> Use methods, such as written or oral response or artist statements to identify emotions found in collections of artworks created by self, peers, major historical or contemporary artist in real or virtual portfolios, galleries, or art museums.</p> <p><b>ART.4.4C</b> Compile collections of personal artworks for purposes of self-assessment or exhibition, such as physical artworks, electronic images, sketchbooks, or portfolios.</p>