

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> <u><a href="#">Foundations, Observations, and Perception</a></u> 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 develop advanced levels 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.5.1A</b> Develop 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.5.1B</b> Use appropriate vocabulary when discussing 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.</p> <p><b>ART.5.1C</b> Discuss the elements of art as building blocks and the principles of design as organizers of works of art.</p> <p><b>ART.5.2A</b> Integrate ideas drawn from life experiences to create original works of art.</p> <p><b>ART.5.2B</b> Create compositions using the elements of art and principles of design.</p> <p><b>ART.5.2C</b> Produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials.</p> <p><b>ART.5.3A</b> Compare the purpose and effectiveness of artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols.</p> <p><b>ART.5.3C</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.5.3D</b> Investigate connections of visual art concepts to other disciplines.</p> <p><b>ART.5.4A</b> Evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists.</p> <p><b>ART.5.4B</b> Use methods such as written or oral response or artist statements to identify themes 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.5.4C</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	
	Oct. 21 – Dec. 19, 2019	
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 2:</u></b> <b><u>Cultural Arts</u></b> In this unit students will explore how cultural art is important for understanding 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> <i>Nov. 25-29</i></p> <p><i>Teacher Preparation Day</i> <i>Dec. 20</i></p> <p><i>Winter Break</i> <i>Dec. 23 – Jan. 3</i></p> <p><i>Early Dismissal</i> <i>Nov. 8</i></p>	<p><b>ART.5.1A</b> Create original artworks based on direct observations, original sources, personal experiences and the community.</p> <p><b>ART.5.2B</b> Apply the art-making process to solve problems and generate design solutions.</p> <p><b>ART.5.3C</b> Produce drawings; paintings; prints; sculptures, including modeled forms; and other art forms, such as ceramics, fiber art, construction, digital art and media and photographic imagery using a variety of materials.</p>

Cycle 3	49 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.
	Jan. 6 – Mar. 13, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 3:</b> <b>Mixed Media</b></p> <p>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 through collage, mosaic, recycled art, and sculpture.</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.5.1A</b> Compare the purpose and effectiveness of artworks from various times and places, evaluating the artist’s use of media and techniques, expression of emotions, or use of symbols.</p> <p><b>ART.5.2B</b> Compare the purposes and effectiveness of art works created by historic and contemporary men and women, making connections to various cultures.</p> <p><b>ART.5.3C</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> <p><b>ART.5.4D</b> Investigate connections of visual art concepts to other disciplines.</p>	

Cycle 4	47 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.
	Mar. 23 – May 29, 2020		
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.5.1A</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.5.2B</b> Use methods, such as written or oral response, or artist statements to identify themes 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.5.3B</b> Compare purpose and effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures.</p> <p><b>ART.5.3C</b> Compile collections of personal artworks for purposes of self-assessment or exhibition, such as physical artworks, electronic images, sketchbooks, or portfolios.</p>	