

Cycle 1	27 Days	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.
	Aug. 23 - Oct. 1, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 1: Composition style study: Demonstrate use of spatial relationships including overlapping, size variation, page positioning, value and color application approach to Elements of Art, and the Principles of Design review. Art historical timeline, critique, ongoing media manipulation, sketchbook and portfolio usage. Art historical timeline with World Art historical influence used to study other artists' appealing compositions throughout history. The Elements of Art, focus: implied and actual texture and space. Review of the Principles of Design. Creation of sketchbook and portfolio usage and procedures established. The foundation of artmaking, critiquing, and media investigation are in this unit.</p>	<p>14 class periods (90-min. each) or 27 class periods (45-min. each)</p> <p><i>Enrichment Opportunities</i> Aug. 2-13</p> <p><i>Teachers Report to Work</i> Aug. 16</p> <p><i>Teacher Service Days</i> Aug. 16-17, Aug. 19-20</p> <p><i>Teacher Prep Day</i> (no students) Aug. 18</p> <p><i>Labor Day</i> Sept. 6</p> <p><i>Fall Holiday</i> Sept. 16</p> <p><i>Teacher Service Day</i> (no students) Sept. 17</p>	<p>HS IV.C1 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 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 artwork.</p> <p>HS IV.C1a Consider concepts and themes for personal artwork that integrate an extensive range of visual observations, experiences, and imagination.</p> <p>HS IV.C1b Compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork.</p> <p>HS IV.C1c Compare and contrast design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork.</p> <p>HS IV.C2 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 advanced problem-solving skills.</p> <p>HS IV.C2b Evaluate and justify design ideas and concepts to create a body of personal artwork.</p> <p>HS IV.C2c Use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination.</p> <p>HS IV.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.</p> <p>HS IV.C2f Create artwork, singularly and in a series, by selecting from various art materials and tools appropriate to course work in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.</p> <p>HS IV.C4 Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to developing the lifelong skills of making informed judgments and reasoned evaluations.</p> <p>HS IV.C4a Develop evaluative criteria to justify artistic decisions in artwork such as museums, local galleries, art exhibits, and websites based on a high level of creativity and expertise in one or more art areas.</p> <p>HS IV.C4b Evaluate and analyze artwork using a critique method such as describing the artwork, analyzing how it is organized, interpreting the artist's intention, and evaluating the artwork's success.</p> <p>HS IV.C4d Use responses to artwork critiques to make decisions about future directions in personal work.</p> <p>HS IV.C4e Construct a physical or electronic portfolio by evaluating and analyzing original personal artwork to provide evidence of learning.</p> <p>HS IV.C4f Evaluate a wide range of artwork to form conclusions about formal qualities, aesthetics, historical and cultural contexts, intents, and meanings.</p>

Cycle 2	29 Days	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.
	Oct. 5 - Nov. 12, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 2: Investigating Social Issues expressed through art in economics, war, and race and ethnicity. Application approach to the Elements of Art and Principles of Design, art historical timeline, critique, ongoing media manipulation, sketchbook and portfolio usage. In this unit, social issues are the focus. These areas of art are introduced through research prompts and topics. Students are encouraged to explore points of view they are familiar with and areas in which they would like to learn more or understand other's perspectives. Students will use art historical timeline with World Art historical influence to explore social issues through history. Application approach to the Elements of Art and Principles of Design. Sketchbook portfolio usage and procedures established. Art making, critiquing and media investigation are in this unit.</p>	<p>15 class periods (90-min. each) or 29 class periods (45-min. each)</p> <p>Teacher Service Day (no students) Oct. 4</p>	<p>HS IV.C1 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 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 artwork.</p> <p>HS IV.C1d Discriminate between art media and processes to express complex visual relationships such as content, meaning, message, and metaphor using extensive art vocabulary.</p> <p>HS IV.C2b Evaluate and justify design ideas and concepts to create a body of personal artwork.</p> <p>HS IV.C2c Use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination.</p> <p>HS IV.C2e Collaborate to create original works of art.</p> <p>HS IV.C2f Create artwork, singularly and in a series, by selecting from various art materials and tools appropriate to course work in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.</p> <p>HS IV.C3 Historical and cultural relevance. The student demonstrates art history and culture by analyzing artistic styles, historical periods, and various cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures.</p> <p>HS IV.C3a Research and report on selected historical periods, artists, general themes, trends, and art styles.</p> <p>HS IV.C3b Analyze and evaluate the influence of contemporary cultures on artwork.</p> <p>HS IV.C3d Examine, research, and develop a plan of action for relevant career or entrepreneurial art opportunities within a global economy, justifying the choice.</p> <p>HS IV.C4 Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to developing the lifelong skills of making informed judgments and reasoned evaluations.</p> <p>HS IV.C4b Evaluate and analyze artwork using a critique method such as describing the artwork, analyzing how it is organized, interpreting the artist's intention, and evaluating the artwork's success.</p> <p>HS IV.C4c Analyze personal artwork to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and the measure of uniqueness.</p> <p>HS IV.C4d Use responses to artwork critiques to make decisions about future directions in personal work.</p> <p>HS IV.C4e Construct a physical or electronic portfolio by evaluating and analyzing original personal artwork to provide evidence of learning.</p> <p>HS IV.C4f Evaluate a wide range of artwork to form conclusions about formal qualities, aesthetics, historical and cultural contexts, intents, and meanings.</p>

Cycle 3	30 Days	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.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 3: Famous Art: Parody, Economics and appropriation. Learn about the most famous artwork from all over the world. What does famous mean in the art world? A continued approach to Elements of Art, review of the Principles of Design. Art historical timeline, critique, ongoing media manipulation, sketchbook and portfolio procedures continue. In this unit, the student will gain an understanding of the economics of the art world. What rights do artists and artwork have after the work is created and sold? Use the art historical timeline with World Art historical influence to explore famous pieces of art through history. Application approach to the Elements of Art and Principles of Design. Continued sketchbook entries, portfolio usage and procedures. Art making, critiquing and media investigation are in this unit.</p>	<p>15 class periods (90-min. each) or 30 class periods (45-min. each)</p> <p><i>Thanksgiving Break</i> Nov. 22-26</p> <p><i>Enrichment Opportunities</i> Dec. 20-21</p> <p><i>Winter Break</i> Dec. 20-31</p> <p><i>MLK Jr. Day</i> Jan. 17</p> <p><i>Teacher Prep Day (no students)</i> Jan. 18</p>	<p>HS IV.C1 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 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 artwork.</p> <p>HS IV.C1a Consider concepts and themes for personal artwork that integrate an extensive range of visual observations, experiences, and imagination.</p> <p>HS IV.C1d Discriminate between art media and processes to express complex visual relationships such as content, meaning, message, and metaphor using extensive art vocabulary.</p> <p>HS IV.C2 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 advanced problem-solving skills.</p> <p>HS IV.C2b Evaluate and justify design ideas and concepts to create a body of personal artwork.</p> <p>HS IV.C3 Historical and cultural relevance. The student demonstrates art history and culture by analyzing artistic styles, historical periods, and various cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures.</p> <p>HS IV.C3a Research and report on selected historical periods, artists, general themes, trends, and art styles.</p> <p>HS IV.C3b Analyze and evaluate the influence of contemporary cultures on artwork.</p> <p>HS IV.C3d Examine, research, and develop a plan of action for relevant career or entrepreneurial art opportunities within a global economy, justifying the choice.</p> <p>HS IV.C4 Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to developing the lifelong skills of making informed judgments and reasoned evaluations.</p> <p>HS IV.C4a Develop evaluative criteria to justify artistic decisions in artwork such as museums, local galleries, art exhibits, and websites based on a high level of creativity and expertise in one or more art areas.</p> <p>HS IV.C4b Evaluate and analyze artwork using a critique method such as describing the artwork, analyzing how it is organized, interpreting the artist's intention, and evaluating the artwork's success.</p> <p>HS IV.C4c Analyze personal artwork to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and the measure of uniqueness.</p> <p>HS IV.C4e Construct a physical or electronic portfolio by evaluating and analyzing original personal artwork to provide evidence of learning.</p> <p>HS IV.C4f Evaluate a wide range of artwork to form conclusions about formal qualities, aesthetics, historical and cultural contexts, intents, and meanings.</p>

Cycle 4	27 Days	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.
	Jan. 19 - Feb. 25, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 4: Introduction to satire through artists and political eras in art. Application approach to the Elements of Art and Principles of Design, art historical timeline, critique, ongoing media manipulation, sketchbook and portfolio usage. In this unit, students will be introduced to satire in art. How is art used in politics? Students are encouraged to explore points of view they are familiar with and areas in which they would like to learn more or understand other's perspectives. Use the art historical timeline with World Art historical influence to explore satire through history. Application approach to the Elements of Art and Principles of Design. Continued sketchbook entries, portfolio usage and procedures. Art making, critiquing and media investigation are in this unit.</p>	<p>13 class periods (90-min. each) or 27 class periods (45-min. each)</p> <p><i>Teacher Service Day/Presidents' Day (no students) Feb. 21</i></p>	<p>HS IV.C1 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 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 artwork.</p> <p>HS IV.C1a Consider concepts and themes for personal artwork that integrate an extensive range of visual observations, experiences, and imagination.</p> <p>HS IV.C1d Discriminate between art media and processes to express complex visual relationships such as content, meaning, message, and metaphor using extensive art vocabulary.</p> <p>HS IV.C2c Use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination.</p> <p>HS IV.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.</p> <p>HS IV.C2e Collaborate to create original works of art.</p> <p>HS IV.C2f Create artwork, singularly and in a series, by selecting from various art materials and tools appropriate to course work in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.</p> <p>HS IV.C3 Historical and cultural relevance. The student demonstrates art history and culture by analyzing artistic styles, historical periods, and various cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures.</p> <p>HS IV.C3a Research and report on selected historical periods, artists, general themes, trends, and art styles.</p> <p>HS IV.C3b Analyze and evaluate the influence of contemporary cultures on artwork.</p> <p>HS IV.C3d Examine, research, and develop a plan of action for relevant career or entrepreneurial art opportunities within a global economy, justifying the choice.</p> <p>HS IV.C4 Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to developing the lifelong skills of making informed judgments and reasoned evaluations.</p> <p>HS IV.C4b Evaluate and analyze artwork using a critique method such as describing the artwork, analyzing how it is organized, interpreting the artist's intention, and evaluating the artwork's success.</p> <p>HS IV.C4d Use responses to artwork critiques to make decisions about future directions in personal work.</p> <p>HS IV.C4e Construct a physical or electronic portfolio by evaluating and analyzing original personal artwork to provide evidence of learning.</p> <p>HS IV.C4f Evaluate a wide range of artwork to form conclusions about formal qualities, aesthetics, historical and cultural contexts, intents, and meanings.</p>

Cycle 5	33 Days	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.
	Feb. 28 - Apr. 22, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 5: Personal works developed. A continued approach to Elements of Art, review of the Principles of Design. Art timeline, critique, ongoing media introduction sketchbook and portfolio preparation for viewing. A review of the art-historical timeline with world art historical influence student-led research, study and presentation. Review of the Elements of Art and Principles of Design through sketchbook and portfolio peer review. Student reflection and presentation of sketchbook and portfolio. Art making, critiquing and media investigation are in this unit to support a year-long collection of work.</p>	<p>16 class periods (90-min. each) or 33 class periods (45-min. each)</p>	<p>HS IV.C1 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 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 artwork.</p> <p>HS IV.C1a Consider concepts and themes for personal artwork that integrate an extensive range of visual observations, experiences, and imagination.</p> <p>HS IV.C1b Compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork.</p> <p>HS IV.C1c Compare and contrast design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork.</p> <p>HS IV.C1d Discriminate between art media and processes to express complex visual relationships such as content, meaning, message, and metaphor using extensive art vocabulary.</p> <p>HS IV.C2 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 advanced problem-solving skills.</p> <p>HS IV.C2a Produce an original body of artwork that integrates information from various sources, including sources, and demonstrates sustained self-directed investigations into specific themes such as a series of concentrations of works.</p> <p>HS IV.C2b Evaluate and justify design ideas and concepts to create a body of personal artwork.</p> <p>HS IV.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.</p> <p>HS IV.C2f Create artwork, singularly and in a series, by selecting from various art materials and tools appropriate to course work in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.</p> <p>HS IV.C3a Research and report on selected historical periods, artists, general themes, trends, and art styles.</p> <p>HS IV.C4 Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to developing the lifelong skills of making informed judgments and reasoned evaluations.</p> <p>HS IV.C4a Develop evaluative criteria to justify artistic decisions in artwork such as museums, local galleries, art exhibits, and websites based on a high level of creativity and expertise in one or more art areas.</p> <p>HS IV.C4b Evaluate and analyze artwork using a critique method such as describing the artwork, analyzing how it is organized, interpreting the artist's intention, and evaluating the artwork's success.</p>
	<p><i>Enrichment Opportunities</i> Mar. 14-16</p>	
	<p><i>Spring Break</i> Mar. 14-18</p>	
	<p><i>Chávez-Huerta Day</i> Mar. 28</p>	
	<p><i>Spring Holiday</i> Apr. 15</p>	

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	Feb. 28 - Apr. 22, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>HS IV.C4c Analyze personal artwork to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and the measure of uniqueness.</p> <p>HS IV.C4d Use responses to artwork critiques to make decisions about future directions in personal work.</p> <p>HS IV.C4e Construct a physical or electronic portfolio by evaluating and analyzing original personal artwork to provide evidence of learning.</p> <p>HS IV.C4f Evaluate a wide range of artwork to form conclusions about formal qualities, aesthetics, historical and cultural contexts, intents, and meanings.</p>

Cycle 6	31 Days	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.
	Apr. 25 - June 7, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 6: Dive into research and curate an exhibition. A culminating research project on the artists of most significant influence on works created.</p> <p>Curation of a single-person exhibition, showcasing the process and product created over time. Artwork displayed along with sketchbooks and digital portfolio. Procedures.</p>	<p>16 class periods (90-min. each) or 31 class periods (45-min. each)</p> <p><i>Memorial Day May 30</i></p> <p><i>Teacher Prep Day (no students) June 8</i></p>	<p>HS IV.C1 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 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 artwork.</p> <p>HS IV.C1a Consider concepts and themes for personal artwork that integrate an extensive range of visual observations, experiences, and imagination.</p> <p>HS IV.C1b Compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork.</p> <p>HS IV.C1c Compare and contrast design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork.</p> <p>HS IV.C1d Discriminate between art media and processes to express complex visual relationships such as content, meaning, message, and metaphor using extensive art vocabulary.</p> <p>HS IV.C2 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 advanced problem-solving skills.</p> <p>HS IV.C2a Produce an original body of artwork that integrates information from various sources, including sources, and demonstrates sustained self-directed investigations into specific themes such as a series of concentrations of works.</p> <p>HS IV.C2b Evaluate and justify design ideas and concepts to create a body of personal artwork.</p> <p>HS IV.C2c Use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination.</p> <p>HS IV.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.</p> <p>HS IV.C2e Collaborate to create original works of art.</p> <p>HS IV.C2f Create artwork, singularly and in a series, by selecting from various art materials and tools appropriate to course work in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.</p> <p>HS IV.C3 Historical and cultural relevance. The student demonstrates art history and culture by analyzing artistic styles, historical periods, and various cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures.</p> <p>HS IV.C3a Research and report on selected historical periods, artists, general themes, trends, and art styles.</p> <p>HS IV.C3b Analyze and evaluate the influence of contemporary cultures on artwork.</p> <p>HS IV.C3d Examine, research, and develop a plan of action for relevant career or entrepreneurial art opportunities within a global economy, justifying the choice.</p>

Cycle 6	31 Days Apr. 25 - June 7, 2022	<i>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.</i>
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>HS IV.C4 Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to developing the lifelong skills of making informed judgments and reasoned evaluations.</p> <p>HS IV.C4a Develop evaluative criteria to justify artistic decisions in artwork such as museums, local galleries, art exhibits, and websites based on a high level of creativity and expertise in one or more art areas.</p> <p>HS IV.C4b Evaluate and analyze artwork using a critique method such as describing the artwork, analyzing how it is organized, interpreting the artist's intention, and evaluating the artwork's success.</p> <p>HS IV.C4c Analyze personal artwork to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and the measure of uniqueness.</p> <p>HS IV.C4d Use responses to artwork critiques to make decisions about future directions in personal work.</p> <p>HS IV.C4e Construct a physical or electronic portfolio by evaluating and analyzing original personal artwork to provide evidence of learning.</p> <p>HS IV.C4f Evaluate a wide range of artwork to form conclusions about formal qualities, aesthetics, historical and cultural contexts, intents, and meanings.</p>