

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, review of the Principles of Design. Art historical timeline, critique, ongoing media manipulation, sketchbook and portfolio usage. Art historical timeline with World Art historical influence. 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 III.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 III.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 III.C1c Compare and contrast design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork.</p> <p>HS III.C1d Explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of the artwork.</p> <p>HS III.C2 Creative expression. The student communicates ideas through original artwork 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 III.C2a Create original artwork using multiple solutions from direct observation, sources, experiences, and imagination to expand personal themes that demonstrate artistic intent.</p> <p>HS III.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 III.C2f Select from various art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.</p> <p>HS III.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 III.C3a Research selected historical periods, artists, general themes, trends, and styles of art.</p> <p>HS III.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 III.C4a Interpret, evaluate, and justify artistic decisions in artwork such as museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem-solving, and various visual ideas.</p> <p>HS III.C4e Construct a physical or electronic portfolio by evaluating and analyzing original personal artwork to provide evidence of learning.</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: Foundations in Figure Drawing. Application approach to Elements of Art, Art historical timeline, critique, ongoing media introduction, continued sketchbook usage and portfolio procedures.</p> <p>Foundations in figure drawing include Gesture Drawing, Facial Proportions, Human Proportions. Art historical timeline with World Art historical influence. The Elements of Art, focus line, texture, space. Continued use of sketchbook and portfolio procedures established. The foundation of artmaking, 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><i>Teacher Service Day (no students) Oct. 4</i></p>	<p>HS III.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 III.C1a Analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively.</p> <p>HS III.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 III.C1c Compare and contrast design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork.</p> <p>HS III.C1d Explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of the artwork.</p> <p>HS III.C2 Creative expression. The student communicates ideas through original artwork 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 III.C2a Create original artwork using multiple solutions from direct observation, sources, experiences, and imagination to expand personal themes that demonstrate artistic intent.</p> <p>HS III.C2b Solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices to make successful design decisions.</p> <p>HS III.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 III.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.</p> <p>HS III.C2f Select from various art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.</p> <p>HS III.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 III.C4e Construct a physical or electronic portfolio by evaluating and analyzing original personal artwork to provide evidence of learning.</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: Investigating Social Issues expressed through art, in the areas of economics, war, and race and ethnicity.</p> <p>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 the 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. Continued sketchbook entries, portfolio usage, and procedures established. 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 III.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 III.C1a Analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively.</p> <p>HS III.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 III.C1c Identify and understand design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork.</p> <p>HS III.C2 Creative expression. The student communicates ideas through original artwork 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 III.C2a Create original artwork using multiple solutions from direct observation, sources, experiences, and imagination to expand personal themes that demonstrate artistic intent.</p> <p>HS III.C2f Demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.</p> <p>HS III.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 III.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 III.C4b Evaluate and analyze artwork using a verbal or written 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</p> <p>HS III.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 measure of uniqueness</p> <p>HS III.C4e Construct a physical or electronic portfolio by evaluating and analyzing original personal artwork to provide evidence of learning.</p> <p>HS III.C4f Select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; 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: 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, a 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. 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 III.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 artworks.</p> <p>HS III.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 III.C1c Compare and contrast design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork.</p> <p>HS III.C2 Creative expression. The student communicates ideas through original artwork 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 III.C2a Create original artwork using multiple solutions from direct observation, sources, experiences, and imagination to expand personal themes that demonstrate artistic intent</p> <p>HS III.C2b Solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices to make successful design decisions.</p> <p>HS III.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.</p> <p>HS III.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 III.C3a Research selected historical periods, artists, general themes, trends, and styles of art.</p> <p>HS III.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 III.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 measure of uniqueness.</p> <p>HS III.C4e Construct a physical or electronic portfolio by evaluating and analyzing original personal artwork to provide evidence of learning</p> <p>HS III.C4f Select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; 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: 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.</p> <p>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 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>16 class periods (90-min. each) or 33 class periods (45-min. each)</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>	<p>HS III.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 III.C1a Analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively.</p> <p>HS III.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 III.C1c Compare and contrast design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork.</p> <p>HS III.C1d Explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of the artwork.</p> <p>HS III.C2 Creative expression. The student communicates ideas through original artwork 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 III.C2a Create original artwork using multiple solutions from direct observation, sources, experiences, and imagination to expand personal themes that demonstrate artistic intent.</p> <p>HS III.C2b Solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices to make successful design decisions.</p> <p>HS III.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 III.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 III.C3a Research selected historical periods, artists, general themes, trends, and styles of art.</p> <p>HS III.C3b Distinguish the correlation between specific characteristics and influences of various cultures and contemporary artwork.</p> <p>HS III.C3c Collaborate on community-based art projects.</p> <p>HS III.C3d Examine, research, and develop a plan of action for relevant career, entrepreneurial, and avocational art opportunities within a global economy.</p> <p>HS III.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>

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: Personal works developed. A continued approach to Elements of Art, review of the Principles of Design. Art Timeline, Critique, Ongoing Media Introduction and sketchbook creation and portfolio procedures. Use the art historical timeline with World Art historical influence in 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 student's year-long creation and collection of work.</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 III.C2 Creative expression. The student communicates ideas through original artwork 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 III.C2a Create original artwork using multiple solutions from direct observation, sources, experiences, and imagination to expand personal themes that demonstrate artistic intent.</p> <p>HS III.C2b Solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices to make successful design decisions.</p> <p>HS III.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 III.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.</p> <p>HS III.C2f Select from various art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.</p> <p>HS III.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 III.C3a Research selected historical periods, artists, general themes, trends, and styles of art.</p> <p>HS III.C3b Distinguish the correlation between specific characteristics and influences of various cultures and contemporary artwork.</p> <p>HS III.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 III.C4a Interpret, evaluate, and justify artistic decisions in artwork such as museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem-solving, and various visual ideas.</p> <p>HS III.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 its success.</p> <p>HS III.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 measure of uniqueness.</p> <p>HS III.C4d Use responses to artwork critiques to make decisions about future directions in personal work.</p> <p>HS III.C4e Construct a physical or electronic portfolio by evaluating and analyzing original personal artwork to provide evidence of learning.</p> <p>HS III.C4f Select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings.</p>