

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><b>Unit 1: Discover media manipulation in Art II. Review of Art I Course. Art historical timeline, critique, ongoing media introduction, sketchbook creation and portfolio procedures.</b> A review of the art I course. Art historical timeline with World Art historical influence. The Elements of Art focus on shape, form, value. Creation of sketchbook, portfolio usage and procedures established. The foundation of artmaking, critiquing, and foundation in mixed-media manipulation are in this unit.</p>	<p><b>14</b> class periods (90-min. each) or <b>27</b> 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><b>HS II.C1</b> 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><b>HS II.2.C1a</b> Use visual comparisons to illustrate concepts and ideas from direct observation, sources, experiences, narration, and imagination for original artworks.</p> <p><b>HS II.C1b</b> Identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks.</p> <p><b>HS II.C1c</b> Identify and apply design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks.</p> <p><b>HS II.C1d</b> Explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately.</p> <p><b>HS II.C2</b> 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><b>HS II.C2a</b> Create original artwork using multiple solutions from direct observation, sources, experiences, and imagination to expand personal themes that demonstrate artistic intent</p> <p><b>HS II.C2c</b> 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><b>HS II.C3</b> 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</p> <p><b>HS II.C3d</b> Examine and research career, entrepreneurial, and vocational opportunities in art.</p> <p><b>HS II.C4</b> 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><b>HS II.C4b</b> 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><b>HS II.C4d</b> Construct a physical or electronic portfolio by evaluating and analyzing original personal artworks to provide evidence of learning.</p>

Cycle 2	29 Days	
	Oct. 5 - Nov. 12, 2021	
<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><b>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.</b></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><b>HS II.C1</b> 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><b>HS II.C1b</b> Identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks.</p> <p><b>HS II.C1c</b> Identify and apply design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks.</p> <p><b>HS II.C2</b> 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><b>HS II.C2a</b> Create original artwork using multiple solutions from direct observation, sources, experiences, and imagination to expand personal themes that demonstrate artistic intent.</p> <p><b>HS II.C2d</b> Create original artwork to communicate thoughts, feelings, ideas, or impressions.</p> <p><b>HS II.C2e</b> Collaborate to create original works of art.</p> <p><b>HS II.C2f</b> Select from various art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media.</p> <p><b>HS II.C3</b> 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><b>HS II.C3a</b> Examine selected historical periods or styles of art to identify general themes and trends.</p> <p><b>HS II.C3b</b> Analyze specific characteristics in artwork from a variety of cultures.</p> <p><b>HS II.C3c</b> Collaborate on community-based art projects.</p> <p><b>HS II.C4</b> 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><b>HS II.C4b</b> 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><b>HS II.C4c</b> Use responses to artwork critiques to make decisions about future directions in personal work.</p> <p><b>HS II.C4d</b> Construct a physical or electronic portfolio by evaluating and analyzing original personal artworks to provide evidence of learning.</p> <p><b>HS II.C4e</b> Select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, 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><b>Unit 3: Cultural Exploration through Art using textiles: See the world through shared attributes, values, tradition, region and multicultural art and artmaking. A continued approach to Elements of Art, review of the Principles of Design. Art historical timeline, critique, ongoing media investigation, continued sketchbook usage and portfolio procedures.</b> In this unit, the student will gain exposure through a cultural art view of the world. Artwork using textiles, textiles artforms, and textiles-focused artists separated by the seven continents will begin to give students a global and multicultural perspective—art historical timeline with World Art historical influence. The Elements of Art focus on color. Review the Principles of Design. The foundation of artmaking, critiquing, and media investigation.</p>	<p><b>15</b> class periods (90-min. each) or <b>30</b> 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><b>HS II.C1</b> 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><b>HS II.C1a</b> Use visual comparisons to illustrate concepts and ideas from direct observation, sources, experiences, narration, and imagination for original artworks.</p> <p><b>HS II.C1b</b> Identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork.</p> <p><b>HS II.C1c</b> Identify and apply design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks.</p> <p><b>HS II.C2</b> 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><b>HS II.C2a</b> Create original artwork using multiple solutions from direct observation, sources, experiences, and imagination to expand personal themes that demonstrate artistic intent.</p> <p><b>HS II.C2b</b> Apply design skills in creating practical applications, clarifying presentations, and examining consumer choices to make successful design decisions.</p> <p><b>HS II.C2f</b> Select from various art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media.</p> <p><b>HS II.C3</b> 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><b>HS II.C3a</b> Examine selected historical periods or styles of art to identify general themes and trends.</p> <p><b>HS II.C3b</b> Analyze specific characteristics in artwork from a variety of cultures.</p> <p><b>HS II.C3c</b> Collaborate on community-based art projects.</p> <p><b>HS II.C4</b> 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><b>HS II.C4b</b> Evaluate and analyze artwork using a verbal or written critique method such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the artwork's success.</p> <p><b>HS II.C4c</b> Use responses to artwork critiques to make decisions about future directions in personal work.</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><b>Unit 4: Exploring still life. Introduction to linear perspective: one-point and two-point perspective. A continued approach to Elements of Art, introduction to the Principles of Design. Art historical timeline, critique, ongoing media introduction and continued sketchbook use and portfolio procedures.</b></p> <p>Students will explore still life in this unit—introduction to linear perspective and applying one-point and two-point perspective. Manipulation of the horizon line and its effect on landscapes, seascapes, and cityscapes will be used to understand a point of view, distance and space. Art historical timeline with World Art historical influence. Review of the Elements of Art. Principles of Design, focus balance, proportion, unity. The foundation of artmaking, 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><b>HS II.C1</b> 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><b>HS II.C1b</b> Identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks.</p> <p><b>HS II.C1c</b> Identify and apply design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks.</p> <p><b>HS II.C1d</b> Explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately.</p> <p><b>HS II.C2</b> 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><b>HS II.C2a</b> Create original artwork using multiple solutions from direct observation, sources, experiences, and imagination to expand personal themes that demonstrate artistic intent</p> <p><b>HS II.C2d</b> Create original artwork to communicate thoughts, feelings, ideas, or impressions.</p> <p><b>HS II.C2e</b> Collaborate to create original works of art.</p> <p><b>HS II.C3</b> 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><b>HS II.C3c</b> Collaborate on community-based art projects.</p> <p><b>HS II.C4</b> 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><b>HS II.C4a</b> Interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites</p> <p><b>HS II.C4d</b> Construct a physical or electronic portfolio by evaluating and analyzing original personal artworks to provide evidence of learning.</p> <p><b>HS II.C4e</b> Select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.</p>

Cycle 5	33 Days	
	Feb. 28 - Apr. 22, 2022	
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.		
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 5: Research Contemporary Art and Art Professions shaping the 21st Century. A continued approach to Elements of Art, review of the Principles of Design. Art historical timeline, critique, ongoing media introduction and continued sketchbook use and portfolio procedures.</b></p> <p>Research movements within contemporary art. Art historical timeline with World Art historical influence. Current review of the Elements of Art. Principles of Design, focus pattern, emphasis, variety, movement. Art making, critiquing, and media investigation are in this unit, concluding with research on the many art professions existing in the 21st-century economy.</p>	<p><b>16</b> class periods (90-min. each) or <b>33</b> 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><b>HS II.C1</b> 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><b>HS II.C1b</b> Identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks.</p> <p><b>HS II.C1c</b> Identify and apply design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks.</p> <p><b>HS II.C1d</b> Explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately.</p> <p><b>HS II.C2</b> 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><b>HS II.C2a</b> Create original artwork using multiple solutions from direct observation, sources, experiences, and imagination to expand personal themes that demonstrate artistic intent.</p> <p><b>HS II.C2b</b> Apply design skills in creating practical applications, clarifying presentations, and examining consumer choices to make successful design decisions.</p> <p><b>HS II.C2c</b> 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><b>HS II.C3</b> 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><b>HS II.C3d</b> Examine and research career, entrepreneurial, and avocational opportunities in art.</p> <p><b>HS II.C4</b> 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><b>HS II.C4a</b> interprets, evaluates, and justifies artistic decisions in artwork by self, peers, and other artists such as museums, local galleries, art exhibits, and websites.</p> <p><b>HS II.C4d</b> Construct a physical or electronic portfolio by evaluating and analyzing original personal artworks to provide evidence of learning.</p> <p><b>HS II.C4e</b> Select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, 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><b>Unit 6: Personal works developed. A continued approach to Elements of Art, Element of the Principles of Design. Art Timeline, Critique, Ongoing Media Introduction and sketchbook creation and portfolio procedures.</b> 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><b>16</b> class periods (90-min. each) or <b>31</b> 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><b>HS II.C1</b> 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><b>HS II.C1a</b> Use visual comparisons to illustrate concepts and ideas from direct observation, sources, experiences, narration, and imagination for original artworks.</p> <p><b>HS II.C1b</b> Identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks.</p> <p><b>HS II.C1c</b> Identify and apply design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks.</p> <p><b>HS II.C2</b> 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><b>HS II.C2a</b> Create original artwork using multiple solutions from direct observation, sources, experiences, and imagination to expand personal themes that demonstrate artistic intent.</p> <p><b>HS II.C2c</b> 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><b>HS II.C2f</b> Select from various art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media.</p> <p><b>HS II.C3</b> 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><b>HS II.C3a</b> Examine selected historical periods or styles of art to identify general themes and trends.</p> <p><b>HS II.C4</b> Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations</p> <p><b>HS II.C4c</b> Use responses to artwork critiques to make decisions about future directions in personal work.</p> <p><b>HS II.C4d</b> Construct a physical or electronic portfolio by evaluating and analyzing original personal artworks to provide evidence of learning.</p> <p><b>HS II.C4e</b> Select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.</p>