

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: Course introduction to Art I, safety in the art room, art historical timeline overview, Elements of Art, critique, and media introduction. In this unit, students will be introduced to the art room and safety procedures. An introduction to the art-historical timeline and year overview. Art historical timeline with World Art historical influence. Introduction of the Elements of Art focus: line, shape, form and value. 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 I.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 I.C1a Consider concepts and ideas from direct observation, sources, experiences, and imagination for original artwork.</p> <p>HS I.C1b 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>HS I.C1c Identify and understand design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork.</p> <p>HS I.C1d Make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.</p> <p>HS I.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 I.C2a Uses visual solutions to create original artwork through direct observation, sources, experiences, narrations, and imagination.</p> <p>HS I.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 I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.</p> <p>HS I.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 I.C3 Historical and cultural relevance. The student demonstrates an understanding of 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 I.C3a Compare and contrast historical and contemporary styles while identifying general themes and trends.</p> <p>HS I.C3b Describe general characteristics in artwork from various cultures, which might also include personal identity and heritage.</p> <p>HS I.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 I.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 artwork's success.</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 and Application approach to Elements of Art, Art historical timeline, critique, ongoing media introduction, sketchbook creation and portfolio procedures. Art historical timeline with World Art historical influence. The Elements of Art focus on texture and space. Creation of sketchbook and portfolio use and 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 I.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 I.C1a Consider concepts and ideas from direct observation, sources, experiences, and imagination for original artwork.</p> <p>HS I.C1b 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>HS I.C1c Identify and understand design principles, including emphasis, repetition/pattern, balance, movement/rhythm, contrast/variety, proportion, and unity, in personal artwork.</p> <p>HS I.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 I.C2a Use visual solutions to create original artwork by problem-solving through direct observation, sources, experiences, narrations, and imagination</p> <p>HS I.C2b Communicate a variety of applications for design solutions</p> <p>HS I.C2e Collaborate to create original works of art</p> <p>HS I.C2f demonstrates effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.</p> <p>HS I.C3 Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures.</p> <p>HS I.C3a Compare and contrast historical and contemporary styles while identifying general themes and trends.</p> <p>HS I.C3b Describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage.</p> <p>HS I.C4 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>HS I.C4d 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	
	Nov. 15, 2021 - Jan. 14, 2022	
<p><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></p>		
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 3: Cultural Exploration: See the world through shared attributes, values, tradition, region and multicultural art and artmaking. A continued approach to Elements of Art, introduction of the Principles of Design. Art historical timeline, critique, ongoing media introduction, sketchbook creation and portfolio procedures. In this unit student will gain exposure through a cultural art view of the world. Artwork, artforms and 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: color. Introduction to the Principles of Design. The foundation of 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 Nov. 22-26</i></p> <p><i>Enrichment Opportunities Dec. 20-21</i></p> <p><i>Winter Break Dec. 20-31</i></p> <p><i>MLK Jr. Day Jan. 17</i></p> <p><i>Teacher Prep Day (no students) Jan. 18</i></p>	<p>HS I.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 the elements of 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 I.C1a Consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork.</p> <p>HS I.C1b 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>HS I.C1c Identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork.</p> <p>HS I.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 progressive problem-solving skills.</p> <p>HS I.C2a Use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination.</p> <p>HS I.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 I.C3 Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures.</p> <p>HS I.C3a Compare and contrast historical and contemporary styles while identifying general themes and trends.</p> <p>HS I.C3b Describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage.</p> <p>HS I.C4 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>HS I.C4a 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>HS I.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>

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: 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.</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 the 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>HS 1.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. The student knows and has experienced as sources for examining, understanding, and creating original artwork.</p> <p>HS 1.C1a Consider concepts and ideas from direct observation, sources, experiences, and imagination for original artwork.</p> <p>HS 1.C1b 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>HS, 1.C1c Identify and understand design principles, including emphasis, repetition/pattern, balance, movement/rhythm, contrast/variety, proportion, and unity, in personal artwork.</p> <p>HS 1.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 progressive problem-solving skills</p> <p>HS 1.C2a Use visual solutions to create original artwork by problem-solving through direct observation, sources, experiences, narrations, and imagination</p> <p>HS 1.C2b Communicate a variety of applications for design solutions.</p> <p>HS 1.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 1.C3 Historical and cultural relevance. The student demonstrates an understanding of 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 1.C3b Describe general characteristics in artwork from various cultures, which might also include personal identity and heritage.</p> <p>HS 1.C3c Collaborate on community-based art projects.</p> <p>HS 1.C3d Compare and contrast career and avocational opportunities in art.</p> <p>HS 1.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 1.C4c Construct a physical or electronic portfolio by evaluating and analyzing original personal artwork to provide evidence of learning.</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: Exploring 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 usage and portfolio procedures. The early 20th century gained a new vibrant experience for art patrons and the general public alike. Art historical timeline with World Art historical influence. 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 the many art professions existing in the 21st-century economy.</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 I.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 I.C1a Consider concepts and ideas from direct observation, sources, experiences, and imagination for original artwork.</p> <p>HS I.C1b 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>HS I.C1c Identify and understand design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork.</p> <p>HS I.C1d Make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.</p> <p>HS I.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 I.C2a Uses visual solutions to create original artwork through direct observation, sources, experiences, narrations, and imagination.</p> <p>HS I.C2b Communicate a variety of applications for design solutions.</p> <p>HS I.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 I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.</p> <p>HS I.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 I.C3 Historical and cultural relevance. The student demonstrates an understanding of 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 I.C3d Compare and contrast career and avocational opportunities in art.</p> <p>HS I.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 I.C4c Construct a physical or electronic portfolio by evaluating and analyzing original personal artwork to provide evidence of learning.</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. 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 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 I.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 I.C1a Consider concepts and ideas from direct observation, sources, experiences, and imagination for original artwork.</p> <p>HS I.C1b 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>HS I.C1c Identify and understand design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork.</p> <p>HS I.C1d Make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.</p> <p>HS I.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 I.C2a Uses visual solutions to create original artwork through direct observation, sources, experiences, narrations, and imagination.</p> <p>HS I.C2b Communicate a variety of applications for design solutions.</p> <p>HS I.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 I.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 I.C3 Historical and cultural relevance. The student demonstrates an understanding of 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 I.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 I.C4a Interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as museums, local galleries, art exhibits, and websites.</p> <p>HS I.C4c Construct a physical or electronic portfolio by evaluating and analyzing original personal artwork to provide evidence of learning.</p> <p>HS I.C4d Select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.</p>