

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 3, safety in the art room, art history timeline overview, Elements of Art, looking at art, and drawing. Portfolio preparation. Art 2 review. In this unit, students will be introduced to the art room and safety procedures. An introduction to the art-historical timeline with World Art historical influence. Art timeline focus: Prehistoric and Medieval art. Review Elements of Art. Art making, looking at Art and Art 2 review in this unit. Portfolio Preparation.</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>MS 3.B1 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>MS 3.B1a Identify and illustrate ideas from direct observation, sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international.</p> <p>MS 3.B1b Compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately.</p> <p>MS 3.B1c Compare and contrast design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately.</p> <p>MS 3.B1d Understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.</p> <p>MS 3.B2 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>MS 3.B2a Create original artworks that express various ideas based on direct observations, sources, and personal experiences, including memory, identity, imagination, and the community.</p> <p>MS 3.B2b Apply the artmaking process to solve problems and generate design solutions.</p> <p>MS 3.B2c Apply technical skills effectively using various materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media.</p> <p>MS 3.B2d Use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination.</p> <p>MS 3.B3b Analyze selected artworks to determine contemporary relevance with universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation.</p> <p>MS 3.B4 Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to developing the lifelong skills of making informed judgments and reasoned evaluations.</p> <p>MS 3.B4b Analyze original artworks 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>MS 3.B4c Develop a portfolio that demonstrates progress.</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: Composition Style: Investigation into spatial relationships Application approach to Elements of Art, review of the Principles of Design. Art historical timeline, critique, ongoing media investigation, sketchbook creation and portfolio procedures. A review of the 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>15 class periods (90-min. each) or 29 class periods (45-min. each)</p> <p>Teacher Service Day (no students) Oct. 4</p>	<p>MS 3.B1 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.</p> <p>MS 3.B1a Identify and illustrate ideas from direct observation, sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international.</p> <p>MS 3.B1b Compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately.</p> <p>MS 3.B1c Compare and contrast design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately.</p> <p>MS 3.B1d Understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.</p> <p>MS 3.B2 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>MS 3.B2a Create original artworks that express various ideas based on direct observations, sources, and personal experiences, including memory, identity, imagination, and the community.</p> <p>MS 3.B2b Apply the artmaking process to solve problems and generate design solutions.</p> <p>MS 3.B2c Apply technical skills effectively using various materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media.</p> <p>MS 3.B3 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>MS 3.B3c Compare and contrast relationships between a society's art and its music, literature, and architecture.</p> <p>MS 3.B4c Develop a portfolio that demonstrates progress.</p> <p>MS 3.B4d Investigate and explore original artworks in various venues outside of the classroom, such as museums, galleries, or community art.</p> <p>MS 3.B4e Understand and demonstrate proper exhibition etiquette. Original artworks.</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: Cultural Exploration through 3D Art: 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. In this unit, a student will gain exposure through a cultural art view of the world. 3D Artwork, 3D art forms, and 3D-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 line, shape, form, value and color. Review the Principles of Design, focus: balance. The foundation of artmaking, critiquing, and media investigation is 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</i> (no students) Jan. 18</p>	<p>MS 3.B1 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>MS 3.B1a Identify and illustrate ideas from direct observation, sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international.</p> <p>MS 3.B1b Compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately.</p> <p>MS 3.B1c Compare and contrast design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately.</p> <p>MS 3.B1d Understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.</p> <p>MS 3.B2b Apply the artmaking process to solve problems and generate design solutions.</p> <p>MS 3.B3a Analyze ways that global, cultural, historical, and political issues influence artworks.</p> <p>MS 3.B3d Identify career and avocational choices in the art such as various design, museum, and fine arts fields.</p> <p>MS 3.B4 Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to developing the lifelong skills of making informed judgments and reasoned evaluations.</p> <p>MS 3.B4a Create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression.</p> <p>MS 3.B4b Analyze original artworks 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>MS 3.B4c Develop a portfolio that demonstrates progress.</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. Linear perspective: one-point and two-point perspective. 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.</p> <p>Students will explore still life in this unit—a continued look at 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. A review of the art-historical timeline with World Art historical influence. Review of the Elements of Art. Review Principles of Design, focus proportion, unity, pattern. 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>MS 3.B1 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>MS 3.B1c Compare and contrast design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately.</p> <p>MS 3.B1d Understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.</p> <p>MS 3.B2 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>MS 3.B2a Create original artworks that express various ideas based on direct observations, sources, and personal experiences, including memory, identity, imagination, and the community.</p> <p>MS 3.B2b Apply the artmaking process to solve problems and generate design solutions.</p> <p>MS 3.B2c Apply technical skills effectively using various materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media.</p> <p>MS 3.B2d Use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination.</p> <p>MS 3.B3 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>MS 3.B3a Analyze ways that global, cultural, historical, and political issues influence artworks.</p> <p>MS 3.B3c Compare and contrast relationships between a society's art and its music, literature, and architecture.</p> <p>MS 3.B4 Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to developing the lifelong skills of making informed judgments and reasoned evaluations.</p> <p>MS 3.B4a Create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression.</p> <p>MS 3.B4c Develop a portfolio that demonstrates progress.MS 2.B4d Investigate and explore original artworks in various venues outside of the classroom, such as museums, galleries, or community art.</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 "Self" through Contemporary Art. Art Professions are Shaping the 21st Century—a continued approach to Elements of Art, reviewing the Principles of Design. Art historical timeline, critique, ongoing media investigation, continued sketchbook usage and portfolio procedures. We are exploring student voice in art and the impact the 20th Century has on this generation's visual thinkers. A review of the art-historical timeline with World Art historical influence. Review of the Elements of Art. Review Principles of Design, focus 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>MS 3.B1 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>MS 3.B1a Identify and illustrate ideas from direct observation, sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international.</p> <p>MS 3.B1b Compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately.</p> <p>MS 3.B1c Compare and contrast design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately.</p> <p>MS 3.B1d Understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.</p> <p>MS 3.B2 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>MS 3.B2a Create original artworks that express various ideas based on direct observations, sources, and personal experiences, including memory, identity, imagination, and the community.</p> <p>MS 3.B2b Apply the artmaking process to solve problems and generate design solutions.</p> <p>MS 3.B2c Apply technical skills effectively using various materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media.</p> <p>MS 3.B3a Analyze ways that global, cultural, historical, and political issues influence artworks.</p> <p>MS 3.B3d Identify career and avocational choices in the art such as various design, museum, and fine arts fields.</p> <p>MS 3.B4a Create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression.</p> <p>MS 3.B4c Develop a portfolio that demonstrates progress.</p> <p>MS 3.B4d Investigate and explore original artworks in various venues outside of the classroom, such as museums, galleries, or community art.</p> <p>MS 3.B4e Understand and demonstrate proper exhibition etiquette.</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 scope of work created. A continued application approach to Elements of Art, discuss Principles of Design. Art timeline, critique, ongoing media Introduction, sketchbook and portfolio procedures. A review of 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 collection and creation 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>MS 3.B1 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>MS 3.B1c Compare and contrast design principles, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately.</p> <p>MS 3.B1d Understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.</p> <p>MS 3.B2a Create original artworks that express various ideas based on direct observations, sources, and personal experiences, including memory, identity, imagination, and the community.</p> <p>MS 3.B2b Apply the artmaking process to solve problems and generate design solutions.</p> <p>MS 3.B3 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>MS 3.B3a Analyze ways that global, cultural, historical, and political issues influence artworks.</p> <p>MS 3.B3b Analyze selected artworks to determine contemporary relevance with universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation.</p> <p>MS 3.B3c Compare and contrast relationships between a society's art and its music, literature, and architecture.</p> <p>MS 3.B4 Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to developing the lifelong skills of making informed judgments and reasoned evaluations.</p> <p>MS 3.B4b Analyze original artworks 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>MS 3.B4c Develop a portfolio that demonstrates progress.</p> <p>MS 3.B4d Investigate and explore original artworks in various venues outside of the classroom, such as museums, galleries, or community art.</p> <p>MS 3.B4e Understand and demonstrate proper exhibition etiquette.</p>