

# Carroll ISD Art I-Advanced : 9th-12th Grade Year-At-A-Glance

	Term 1	Term 2
<b>TEKS</b>	TEKS 117.302C Art1: 1.A, B, C, D, 2.A, B, C, D, E, F, 3.A, B, C, D, 4.A, B, C, D <u>Standards for this Foundations Course:</u> Observation and Perception; Creative Expression; Historical and Cultural Connections; and Critical Evaluation and Response.	
<b>FOCUS</b>	Observation and Perception Identify & Understand Elements & Principles of Design Creative Expression	Observation and Perception Creative Expression Historical and Cultural Connections
<b>Topics</b>	<ul style="list-style-type: none"> <li>● Elements of Art               <ul style="list-style-type: none"> <li>○ Line                   <ul style="list-style-type: none"> <li>■ Basic lines, Contour, Cross Contour, Weight, Variety</li> </ul> </li> <li>○ Shape                   <ul style="list-style-type: none"> <li>■ Geometric, Organic, Amorphous/Freeform</li> </ul> </li> <li>○ Value                   <ul style="list-style-type: none"> <li>■ Value Scale</li> </ul> </li> <li>○ Form                   <ul style="list-style-type: none"> <li>■ Geometric, Organic, Amorphous/Freeform</li> <li>■ Developing Form using Value and Line</li> </ul> </li> <li>○ Texture                   <ul style="list-style-type: none"> <li>■ Implied vs Actual</li> </ul> </li> <li>○ Color                   <ul style="list-style-type: none"> <li>■ Color Schemes                       <ul style="list-style-type: none"> <li>● Primary, Secondary, Intermediate/Tertiary, Split Complementary, Complementary, Triadic, Analogous, Warm and Cool</li> <li>● Tints and Shades</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Creative Expression-Developing Artist Voice               <ul style="list-style-type: none"> <li>○ Portraiture- Freedom of Material                   <ul style="list-style-type: none"> <li>■ History/Context of Portraits</li> <li>■ Facial Proportions, Features</li> <li>■ Emotional Quality</li> </ul> </li> <li>○ Tools for Creating                   <ul style="list-style-type: none"> <li>■ Brainstorming Techniques</li> <li>■ Thumbnails</li> </ul> </li> </ul> </li> <li>● Color Theory Imagery and Effects               <ul style="list-style-type: none"> <li>○ Advanced Colored Pencil</li> <li>○ Advanced Paint (watercolor or acrylic)</li> <li>○ Multimedia Experimentation</li> </ul> </li> <li>● Critical Response/Judgement               <ul style="list-style-type: none"> <li>○ Critique, Peer, Self</li> <li>○ Artwork Responses</li> <li>○ Historical and Cultural Connections</li> <li>○ Art History Notes</li> <li>○ Artists/Cultural Items in Context</li> </ul> </li> </ul>

- Space
  - Creating Depth
    - Overlapping, Size, Shading, Placement, Value and focus, Linear Perspective
- Principles of Design
  - Balance
    - Asymmetrical, Symmetrical
  - Movement
    - Visual Movement thru works of Art
    - Creating Movement in work
  - Emphasis
    - How do artists create emphasis?
  - Proportion
    - Human Figures
    - Relationships between objects
  - Pattern
    - Use of Patterns in Art
  - Repetition
    - Repetitions purpose in Art
  - Unity/Harmony
    - How do artists create Unity/Harmony
  - Variety
    - What is Variety in art?
- Composition
  - Rule of Thirds, Triangular, 'S' Shaped, 'O' Shaped, 'L' Shaped, Golden Ratio
- Creative Expression
  - Advanced Drawing Skills- charcoal, chalk, pen and ink
  - Advanced 3D SkillsCreative Expression
  - Originality
    - Copyright/Fair use
- Critical Response/Judgement

	<ul style="list-style-type: none"> <li>○ Critique- Deep dive into evaluating work of self and others</li> <li>○ Artwork Responses <ul style="list-style-type: none"> <li>■ Looking at work and responding</li> </ul> </li> <li>● Historical and Cultural Connections <ul style="list-style-type: none"> <li>○ Art History Exploration <ul style="list-style-type: none"> <li>■ Student developed bank of artists</li> </ul> </li> <li>○ Art History Notes <ul style="list-style-type: none"> <li>■ Students develop skills pulling key points from images and information.</li> </ul> </li> <li>○ Artists/Cultural Items in Context for ideation and exposure</li> </ul> </li> </ul>	
<p style="text-align: center;"><b>Resources</b></p>	<ul style="list-style-type: none"> <li>● Instructor generated presentation material, websites, videos, project examples, articles and demonstrations.</li> <li>● Consistent Rubric for assessment <ul style="list-style-type: none"> <li>○ <b>Composition</b> 3D designs are interesting from multiple viewpoints, 2D designs touches at least 3 edges of the page, all designs demonstrate cropping, overlapping, overall unity, and intentional use of elements and principles</li> <li>○ <b>Craftsmanship</b> Work is neat, Multiple Values (intensity, contrast), smooth or consistent shading and/or texture, attention to detail, high quality images were submitted on Canvas</li> <li>○ <b>Creativity</b> Personal expression, experimentation, originality, &amp; media choices, variety of color, good color choices, student worked through issues, challenges and set-backs</li> <li>○ <b>Completion</b> artwork meets stated requirements of this assignment (see “Requirements” slide in project presentation), exploration of subject, media and techniques</li> <li>○ <b>Complexity</b> student created a design that is challenging, high amount of detail</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Instructor generated presentation material, websites, videos, project examples, articles and demonstrations.</li> <li>● Consistent Rubric for assessment <ul style="list-style-type: none"> <li>○ <b>Composition</b> 3D designs are interesting from multiple viewpoints, 2D designs touches at least 3 edges of the page, all designs demonstrate cropping, overlapping, overall unity, and intentional use of elements and principles</li> <li>○ <b>Craftsmanship</b> Work is neat, Multiple Values (intensity, contrast), smooth or consistent shading and/or texture, attention to detail, high quality images were submitted on Canvas</li> <li>○ <b>Creativity</b> Personal expression, experimentation, originality, &amp; media choices, variety of color, good color choices, student worked through issues, challenges and set-backs</li> <li>○ <b>Completion</b> artwork meets stated requirements of this assignment (see “Requirements” slide in project presentation), exploration of subject, media and techniques</li> <li>○ <b>Complexity</b> student created a design that is challenging, high amount of detail</li> </ul> </li> </ul>

<b>Project Ideas</b>	<ul style="list-style-type: none"><li>• Still life</li><li>• Ink Wash</li><li>• Multimedia Experimentation in sketchbook</li><li>• Plaster Cast</li></ul>	<ul style="list-style-type: none"><li>• Portraiture showing self</li><li>• Alliteration Image using color schemes</li><li>• Create Mood using multimedia</li></ul>
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	Term 3	Term 4
<b>Process Standards</b>	TEKS 117.302C 1ABCD, 2ABCDEF, 3ABCD, 4ABCD <u>Standards for this Foundations Course:</u> Observation and Perception; Creative Expression; Historical and Cultural Connections; and Critical Evaluation and Response.	
<b>TEKS</b>	Term 3 <u>Observation and Perception</u> <u>Creative Expression</u> Historical and Cultural Connections	Term 4 <u>Observation and Perception</u> <u>Creative Expression</u> Historical and Cultural Connections
<b>Topic Focus</b>	<ul style="list-style-type: none"> <li>● Creative Expression               <ul style="list-style-type: none"> <li>○ Sustained Investigation                   <ul style="list-style-type: none"> <li>■ AP Processes</li> <li>■ Progress vs Process</li> <li>■ Idea Development</li> </ul> </li> <li>○ Composition                   <ul style="list-style-type: none"> <li>■ Middle Ground, Background, Foreground</li> <li>■ Rule of Thirds</li> <li>■ Triangular</li> </ul> </li> </ul> </li> <li>● Critical Response/Judgement               <ul style="list-style-type: none"> <li>○ Critique, Peer, Self</li> <li>○ Artwork Responses</li> <li>○ Historical and Cultural Connections</li> <li>○ Art History Notes</li> <li>○ Artists/Cultural Items in Context</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Creative Expression               <ul style="list-style-type: none"> <li>○ 3D Sculpture                   <ul style="list-style-type: none"> <li>■ History/Context of sculpture</li> <li>■ Proportion/Scale</li> <li>■ Balance</li> <li>■ Ceramics/Kinetic/Casting</li> </ul> </li> <li>○ Advanced Painting                   <ul style="list-style-type: none"> <li>■ Acrylic</li> <li>■ Watercolor</li> <li>■ Multimedia</li> </ul> </li> <li>○ Alternative Materials</li> <li>○ Printmaking                   <ul style="list-style-type: none"> <li>■ Linocut</li> <li>■ Collagraph</li> </ul> </li> </ul> </li> <li>Critical Response/Judgement               <ul style="list-style-type: none"> <li>○ Critique, Peer, Self</li> <li>○ Artwork Responses</li> <li>○ Historical and Cultural Connections</li> <li>○ Art History Notes</li> <li>○ Artists/Cultural Items in Context</li> </ul> </li> </ul>
<b>Additional Resources</b>	<ul style="list-style-type: none"> <li>● Instructor generated presentation material, websites, videos, project examples, articles and demonstrations.</li> <li>● Consistent Rubric for assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Instructor generated presentation material, websites, videos, project examples, articles and demonstrations.</li> <li>● Consistent Rubric for assessment</li> </ul>

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<p><b>Project Ideas</b></p>	<ul style="list-style-type: none"> <li>● Student driven projects developing idea development, creativity, exploration and presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Tape Murals</li> <li>● Living Art History</li> <li>● Packing Tape Sculpture/Installation</li> <li>● Ceramics</li> </ul>