



**2D II**  
**Year at a Glance (YAG)**  
**2022 - 2023**



All lessons will be designed around the AH Profile of a Learner strand “Employ Skills for Life,” by encouraging the development of a strong work ethic and an exhibition of professionalism. Students will be encouraged to take risks, accept challenges and value the learning that comes from failure, and display grit and resilience in the face of challenge. Students will demonstrate adaptability and flexibility, effectively manage time, provide the teacher with assessment of progress, and evaluate their own progress through self reflection. The program will remind students to exhibit exceptional character at all times while nurturing a lifelong enthusiasm for learning.

Texas Essential Knowledge and Skills website: <https://www.teksresourcesystem.net/module/standards/Tools/Browse?StandardId=197060>

First Semester		Second Semester	
<b>1<sup>st</sup> Nine Weeks</b>		<b>3<sup>rd</sup> Nine Weeks</b>	
<p><b>Level II Course</b></p> <hr/> <p><b>TEKS</b></p> <p><a href="#">L.2.1A, 1B, 1C, 1D</a>  <a href="#">L.2.2A, 2B, 2D, 2E</a></p> <hr/> <p><b>3 weeks</b></p> <hr/> <p><b>TEKS</b></p> <p><a href="#">L.2.4A, 4B, 4C</a></p>	<p><b>UNIT - Introduction - Getting to know/Class Expectations</b></p> <p><b>Time Frame: 1 week</b></p> <ul style="list-style-type: none"> <li>Class Procedures and Expectations</li> <li>Get to know you activities</li> <li>Physical Portfolio</li> </ul> <hr/> <p><b>UNIT - Elements of Art and Principles of Design Review</b></p> <p><b>Time Frame: 2 weeks</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Identification of Elements and Principles of Design</li> <li>How to organize Elements of Art to make Principles of Design</li> <li>Developing a dynamic image vs static image</li> <li>“Setting the stage” - evaluation of skills</li> <li>Working with other artists/models</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Students will be able to purposefully use and organize line, shape, color, value, space, form, &amp; texture within a work of art to create Emphasis, Repetition/Pattern, Movement/Rhythm, Contrast/Variety, Balance, Proportion, and Unity. Students will understand the difference between static vs dynamic composition and be able to imagine alternative solutions to composition while demonstrating intro level art skills while collaborating in groups.</li> </ul> <hr/> <p><b>UNIT - Talking About Art</b></p> <p><b>Time Frame: 1 week</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Effective communication</li> <li>Vocabulary</li> <li>Expressing oneself openly and appropriately</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Students will build confidence through the practice of talking about and writing about art, using the appropriate vocabulary, knowledge about elements of art and principles of design, as well as being able to defend their own work.</li> </ul>	<p><b>TEKS</b></p> <p><a href="#">L.2.1A, 1B, 1C, 1D</a>  <a href="#">L.2.2A, 2B, 2D, 2E</a>  <a href="#">L.2.4C</a></p> <hr/> <p><b>TEKS</b></p> <p><a href="#">L.2.1A, 1B, 1C, 1D</a>  <a href="#">L.2.2A, 2B, 2D, 2E</a>  <a href="#">L.2.4C</a></p> <hr/> <p><b>3 weeks</b></p> <hr/> <p><b>TEKS</b></p> <p><a href="#">L.2.1A, 1B, 1C, 1D</a>  <a href="#">L.2.2A, 2B, 2D, 2E</a>  <a href="#">L.2.4A, 4B, 4C</a></p>	<p><b>UNIT - Value and Light/reflective (solid - contrast)</b></p> <p><b>Time Frame: 2 weeks</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Subtle Value changes in White</li> <li>Drawing large in scale</li> <li>Cropping</li> <li>Focusing on variation as well as blending</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Students will be able to recognize subtle variations in value through observation. They will demonstrate knowledge of application techniques by executing proper blends, transitions, and variations of value using graphite. Students will demonstrate versatility and improve skills by drawing to a larger scale.</li> </ul> <hr/> <p><b>UNIT - Printmaking - Block</b></p> <p><b>Time Frame: 1 week</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Printmaking as a medium of artmaking</li> <li>Proper vocabulary</li> <li>How to use tools</li> <li>Graphite transfer</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Students will be able to transfer a drawing onto a surface; carve out a design using proper technique and tools; Roll, burnish, and pull a successful print of an original design inspired by local cultural influences.</li> </ul> <hr/> <p><b>UNIT - Mixed Media - Biography</b></p> <p><b>Time Frame: 2 weeks</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Finding inspiration</li> <li>Using found objects to make art</li> <li>Combining unlike media to make a cohesive work of art</li> <li>Research and practice</li> <li>Documenting process</li> </ul>



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<p style="text-align: center;"><b>TEKS</b></p> <p style="text-align: center;"><a href="#">L2.4D_4E</a></p>	<p><b>UNIT - Digital Portfolio</b></p> <p><b>Time Frame: 1 week</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Organizing Artwork for sharing</li> <li>Preparation for college entry requirements</li> <li>Documenting artmaking process</li> <li>Seeing development over time</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Students keep a digital portfolio of their work to document progress over time, keep a record of their work, organize work for sharing with others, and to create a record of their learning..</li> </ul>		<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Students will combine/alter found objects to create a mixed media work of art. Students will use the objects as symbolic instruments from which they will craft a story that not only looks like a work of art, but reads like a story. Throughout the learning process, students will document proof of research, practice, and will write about the art making process.</li> </ul>
<p style="text-align: center;"><b>TEKS</b></p> <p style="text-align: center;"><a href="#">L2.1A_1B_1C_1D</a>  <a href="#">L2.2A_2C_2D_2E_2F</a></p>	<p><b>UNIT - Figure Drawing/Perspective</b></p> <p><b>Time Frame: 2 week</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Proportion of human body</li> <li>Movement</li> <li>Angles</li> <li>Gravity</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Students will be able to use knowledge learned to draw the human form from uncommon angles using techniques learned to indicate change in proportion over distance from the perspective of the viewer.</li> </ul>	<p style="text-align: center;"><a href="#">L2.1B_1C</a>  <a href="#">L2.4A</a></p> <p style="text-align: center;"><b>6 weeks</b></p>	<p><b>UNIT - Professional Communication</b></p> <p><b>Time Frame: 1 week</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Writing about art</li> <li>Communicating with proper vocabulary</li> <li>Reasons to communicate as an artist and how</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Writing about art is just as important as the artwork an artist creates. Students will learn about the different kinds of artist statements and create a few of their own to get in the habit of writing about their art making process as well as their thoughts and beliefs, as well as begin condensing their visual storytelling into an easily understood narrative to support their work.</li> </ul>
<p style="text-align: center;"><b>TEKS</b></p> <p style="text-align: center;"><a href="#">L2.1A_1B_1C_1D</a>  <a href="#">L2.2A_2C_2D_2E_2F</a>  <a href="#">L2.4A_4C</a></p>	<p><b>UNIT - Light and Value</b></p> <p><b>Time Frame: 2 weeks</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Value changes according to light saturation</li> <li>Variations in value within a color</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Students will be able to translate observed information by indicating appropriate value changes in a realistic drawing of a still life from a chosen perspective/angle/vantage point.</li> </ul>	<p style="text-align: center;"><b>TEKS</b></p> <p style="text-align: center;"><a href="#">L2.1A_1B_1C_1D</a>  <a href="#">L2.2A_2B_2D_2E</a>  <a href="#">L2.3A_3B</a>  <a href="#">L2.4C</a></p>	<p><b>UNIT - Multicultural Studies - Ceramic</b></p> <p><b>Time Frame: 2 weeks</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Research</li> <li>Multicultural Studies</li> <li>Ceramic tools, techniques, and applications</li> <li>Ceramic as a 2D Medium</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Students will research different cultures around the world to broaden visual literacy and how to use "inspiration" rather than appropriation to create original works of art that share culture and discovery rather than copy and paste.</li> </ul>
<p style="text-align: center;"><b>TEKS</b></p> <p style="text-align: center;"><a href="#">L2.1A_1D</a></p>	<p><b>UNIT - Left Brain</b></p> <p><b>Time Frame: 1 week</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Challenging known information</li> <li>Adjusting to changes</li> <li>Experimentation in application and methods</li> <li>Exploring techniques</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Students will understand that there are many ways to make "marks" and exploration and creation of these is an important part of creative development.</li> </ul>	<p style="text-align: center;"><b>TEKS</b></p> <p style="text-align: center;"><a href="#">L2.4E</a></p> <p style="text-align: center;"><b>9 weeks</b></p>	<p><b>UNIT - Understanding AP Courses</b></p> <p><b>Time Frame:</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Overview of AP Course</li> <li>College Board expectations</li> <li>Inquiry, Documentation, Writing</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Students will learn about the direction of art in our contemporary world compared to the past. They will gain knowledge of College Board expectations and practice inquiry, documentation, and writing as a part of the artmaking process.</li> </ul>



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2 <sup>nd</sup> Nine Week		4 <sup>th</sup> Nine Weeks	
<p style="text-align: center;"><b>TEKS</b></p> <p style="text-align: center;"><a href="#">L2.1A, 1B, 1C, 1D</a> <a href="#">L2.2A, 2B, 2D</a></p>	<p><b>UNIT - <u>Color Theory / Anatomy</u></b></p> <p><b>Time Frame: 2 weeks</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Formal qualities of content, meaning, message, and metaphor</li> <li>• Communicate thoughts, feelings, ideas, and impressions</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use subtle and dynamic arrangements and gestures of body parts to communicate thoughts, feelings, emotions, and mood. Students will be able to identify appropriate color combinations and choices to support the desired outcome and create principles of design that make the composition dynamic and intentional.</li> </ul>	<p style="text-align: center;"><b>TEKS</b></p> <p style="text-align: center;"><a href="#">L2.1A, 1B, 1C, 1D</a> <a href="#">L2.2B</a> <a href="#">L2.3B</a></p>	<p><b>UNIT - <u>Ceramics</u></b></p> <p><b>Time Frame: 1 week</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Finishing Ceramic Work</li> <li>• Making appropriate choices for finishing work</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will understand the physical and chemical properties of ceramic clay and options to finish sculpted ceramic work.</li> </ul>
<p style="text-align: center;"><b>TEKS</b></p> <p style="text-align: center;"><a href="#">L2.2C</a></p>	<p><b>UNIT - <u>Copyright/Ethics</u></b></p> <p><b>Time Frame: 1 week</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Intellectual property</li> <li>• Rights and laws</li> <li>• Consequences</li> <li>• Originality is important</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will recognize and understand copyright law and the importance of avoiding unethical choices.</li> </ul>	<p style="text-align: center;"><b>TEKS</b></p> <p style="text-align: center;"><a href="#">L2.1A, 1B, 1C, 1D</a> <a href="#">L2.2A, 2B, 2C, 2D</a> <a href="#">2E</a> <a href="#">L2.3C</a> <a href="#">L2.4A, 4B, 4C, 4E</a></p>	<p><b>UNIT - <u>Mini S.I.</u></b></p> <p><b>Time Frame: 6 weeks</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Sustained Investigation process, steps, and artmaking</li> <li>• Community Based Artwork</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will know the process and practice that The College Board expects students to follow in order to earn credit for college level credit. Students will walk through the entire process of an investigation so they are prepared to take the AP course. Students will make a work of art that is meant to be community based.</li> </ul>
<p style="text-align: center;"><b>TEKS</b></p> <p style="text-align: center;"><a href="#">L2.2E</a></p>	<p><b>UNIT - <u>Perspective Humor in Art</u></b></p> <p><b>Time Frame: 1 week</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Humor in art</li> <li>• How art can be fun</li> <li>• Enjoy what you do</li> <li>• Group Collaboration</li> <li>• Working with multiple models</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• In small groups, students will work together to adjust perspective by tricking the eye to see impossible, fantastical scenes. through learned techniques.</li> </ul>	<p style="text-align: center;"><b>TEKS</b></p> <p style="text-align: center;"><a href="#">L2.1A, 1B, 1C, 1D</a> <a href="#">L2.2A, 2B, 2C, 2D</a> <a href="#">2E</a> <a href="#">L2.3B</a> <a href="#">L2.4A, 4B, 4C, 4E</a></p>	<p><b>UNIT - <u>Investigating Influence</u></b></p> <p><b>Time Frame: 2 weeks</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Investigation</li> <li>• Process</li> <li>• Work Completion</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will use the process learned from the mini S.I. to investigate and learn more about contemporary artists and current trends, They will discover influences, find inspiration, and create artwork of their own original creation based on their findings.</li> </ul>
<p>3 weeks</p>	<p>3 weeks</p>	<p>3 weeks</p>	<p>3 weeks</p>
<p>3 weeks</p>	<p>9 weeks</p>	<p style="text-align: center;"><a href="#">L2.3D</a></p>	<p><b>In November or December, students will participate in a Visual Arts College Week, to learn about careers and opportunities in art.</b></p>



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<p><b>TEKS</b></p> <p><a href="#">L2.1B, 1C, 1D</a>  <a href="#">L2.2A, 2C, 2D, 2E</a>  <a href="#">L2.3A, 3B</a></p>	<p><b>UNIT - Art as tribute / Story - Monuments</b></p> <p><b>Time Frame: 2 weeks</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Public or Private monuments/memorials</li> <li>• Sensitivity in messaging</li> <li>• Function of art in environment</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will use a mixture of media and methods to communicate through metaphor and symbolism important historical events across cultures around the world.</li> </ul>		
<p><b>TEKS</b></p> <p><a href="#">L2.1A, 1B, 1C, 1D</a>  <a href="#">L2.2A, 2B, 2D, 2E</a>  <a href="#">L2.4A, 4C, 4E</a></p> <p>6 weeks</p>	<p><b>UNIT - Graphic Design - Glowforge</b></p> <p><b>Time Frame: 1 week</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Multi-Media as an artform</li> <li>• Computer software/hardware as a tool</li> <li>• How to use Illustrator</li> <li>• Expanding scope of artistic possibilities</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will use multimedia tools to manipulate and develop personal artwork that will enhance the reliquary project with a custom engraved element.</li> </ul>		
<p><b>TEKS</b></p> <p><a href="#">L2.1A, 1B, 1C, 1D</a>  <a href="#">L2.2A, 2D</a></p>	<p><b>UNIT - Chalk Pastel Sky w/clouds - Impressionist</b></p> <p><b>Time Frame: 1.5 weeks</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Sky as Emphasis</li> <li>• Subtle Values</li> <li>• Landscape as art</li> <li>• Positive/Negative Space</li> <li>• Gesture and value as focus</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will use chalk pastels to create a dynamic landscape emphasizing the sky as the focal point while exaggerating distance and space to create an impressionistic work of landscape art.</li> </ul>		
<p><b>TEKS</b></p> <p><a href="#">L2.1A, 1B, 1C, 1D</a>  <a href="#">L2.2A, 2D</a></p>	<p><b>UNIT - Value and Light (fluid)</b></p> <p><b>Time Frame: 1.5 weeks</b></p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Value and reflective qualities found in transparency</li> <li>• Observational drawing</li> <li>• Creating an original composition</li> <li>• Editing/altering personal reference</li> <li>• Drawing from personal reference</li> </ul>		



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9 weeks	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• Students will be able to blend and mix oil pastels to illustrate the reflective, transparent, and fluid qualities of water in an original interpretation of “water” as a theme. Students will have to create their own reference imagery, alter their image in illustrator, and successfully execute the application of a new media in a shortened time frame.</li></ul>		
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