



Art III/IV Year at a Glance (YAG)



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	
1 st Nine Weeks		3 rd Nine Weeks	
TEKS	<p><u>UNIT - Introduction - Getting to know/Class Expectations</u></p> <p>Time Frame: 1 week</p> <ul style="list-style-type: none"> ● Class Procedures and Expectations ● Get to know you activities ● Daily Design Journal Warm Ups and Physical Portfolio ● Group WIP Critiques ● Review/Update Digital Portfolios 	TEKS	<p><u>UNIT - Design Prompts - (Word Themes)</u></p> <p>Time Frame: 2 weeks</p> <p>Concepts:</p> <ul style="list-style-type: none"> ● Drawing to a theme ● Choosing appropriate media ● Documenting progress ● Idea/Inquiry based artmaking ● Printmaking <p>Skills:</p> <ul style="list-style-type: none"> ● Students will explore the development of works of art around a list of themes to develop artwork that includes printmaking as a medium for art creation.
TEKS L4.1A, 1B, 1C, 1D L4.2B, 2C, 2D	<p><u>UNIT - Elements of Art and Principles of Design Review</u></p> <p>Time Frame: 2 weeks</p> <p>Concepts:</p> <ul style="list-style-type: none"> ● Identification of Elements and Principles of Design ● How to organize Elements of Art to make Principles of Design ● “Setting the stage” - evaluation of skills <p>Skills:</p> <ul style="list-style-type: none"> ● Students will be able to purposefully use and organize line, shape, color, value, space, form, & texture within a work of art to create Emphasis, Repetition/Pattern, Movement/Rhythm, Contrast/Variety, Balance, Proportion, and Unity. 	TEKS	<p><u>UNIT - Group Critique</u></p> <p>Time Frame: 1 day Feedback and 1 day revise/rework</p> <p>Concepts:</p> <ul style="list-style-type: none"> ● Talking about art ● Defending work ● Reflection ● Revision <p>Skills:</p> <ul style="list-style-type: none"> ● Students will self reflect and talk as a group about each other’s work to acknowledge strengths, areas for improvement, and improve communication/collaboration skills
3 weeks August	<p><u>UNIT - Design Problems 1-6 (5 projects)</u></p> <p>Time Frame: 5 weeks</p> <p>Concepts:</p> <ul style="list-style-type: none"> ● Knowledge of Elements and Principles ● Choosing appropriate media ● Combining styles and media appropriately ● Meeting the challenge ● Shortened time frame <p>Skills:</p> <ul style="list-style-type: none"> ● Students will demonstrate knowledge of art techniques, skills, and applications through an interpretation of different design challenges meant to stimulate creativity and force students to create in a short period of time. Work will demonstrate cohesiveness in style, theme, application, etc. 	L4.4A, 4B, 4C, 4D	3 weeks January
TEKS L4.1A, 1D L4.2B, 2C, 2D	<p><u>UNIT - Design Problems 1-6 (5 projects)</u></p> <p>Time Frame: 5 weeks</p> <p>Concepts:</p> <ul style="list-style-type: none"> ● Knowledge of Elements and Principles ● Choosing appropriate media ● Combining styles and media appropriately ● Meeting the challenge ● Shortened time frame <p>Skills:</p> <ul style="list-style-type: none"> ● Students will demonstrate knowledge of art techniques, skills, and applications through an interpretation of different design challenges meant to stimulate creativity and force students to create in a short period of time. Work will demonstrate cohesiveness in style, theme, application, etc. <p>Final Product: Student Work</p>	TEKS	<p><u>UNIT - ICAA - San Antonio Architectural/History Study</u></p> <p>Time Frame: 3 weeks</p> <p>Concepts:</p> <ul style="list-style-type: none"> ● Architecture as artform ● How culture impacts architecture ● Importance in design aesthetic ● How parts affect the whole ● Exploring Architecture as a “art” career choice ● Quick sketching the city (observation on field trip) ● Art appreciation through architecture ● How our environment influences our aesthetic
September		L4.1A, 1D L4.3B, 3D	



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<p>9 weeks October</p>	<p>UNIT - <u>Group Critique</u></p> <p>Time Frame: ½ day after each 1 week creation</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Talking about art • Defending work • Reflection • Revision <p>Skills:</p> <ul style="list-style-type: none"> • Students will self reflect and talk as a group about each other’s work to acknowledge strengths, areas for improvement, and improve communication/collaboration skills <p>Final Product: Self Reflection, Group Critique presentation and participation</p>	<p>6 weeks February</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">TEKS</p> <p style="text-align: center;">L4.1A, 1D L4.2B, 2C, 2D, 2E, L4.3A, 3D</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">TEKS</p> <p style="text-align: center;">L4.4A, 4B, 4C, 4D</p> <p>9 weeks March</p>	<p>Skills:</p> <ul style="list-style-type: none"> • Students will learn from professional artists/architects about the history of architecture in San Antonio to better understand influences and see our built environment as an artform and extension of our own culture and heritage. <hr style="border-top: 1px dashed black;"/> <p>UNIT - <u>Wearable Art - Fashion</u></p> <p>Time Frame: 2 weeks</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Thinking about clothing as art • Collaborating with someone outside of classroom • Conceptualizing 3D form as 2D art • Inspiration drawn from Historical works of art • Material as medium (fibers) <p>Skills:</p> <ul style="list-style-type: none"> • Students will collaborate with students in the fashion design class to develop a High-Fashion wearable work of art inspired by artworks from history. <hr style="border-top: 1px dashed black;"/> <p>UNIT - <u>Group Critique</u></p> <p>Time Frame: 1 day fashion show - 1 day critique review</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Talking about art • Defending work • Reflection • Revision <p>Skills:</p> <ul style="list-style-type: none"> • Students will self reflect and talk as a group about each other’s work to acknowledge strengths, areas for improvement, and improve communication/collaboration skills
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2 nd Nine Weeks		4 th Nine Weeks	
<p style="text-align: center;">TEKS</p> <p style="text-align: center;">L4.1A.1D L4.2C.2D.2E L4.3C</p>	<p>UNIT - Public Art - Large Scale Projects</p> <p>Time Frame: 2 weeks</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Community Based Projects • Working with a team of artists • Large scale works • Roles/Responsibilities - Artist as project manager • Budgeting a project • Public Art considerations • Choosing appropriate media <p>Skills:</p> <ul style="list-style-type: none"> • Students will work in groups to come up with a proposal for a campus improvement art project to beautify a spot on campus. Three proposals will be selected for presentation to campus leadership and school board members to be implemented on campus. 	<p style="text-align: center;">TEKS</p> <p style="text-align: center;">L4.1A.1D L4.2D.2E L4.3A.3C</p>	<p>UNIT - Symbolic Documentary Portrait</p> <p>Time Frame: 3 weeks</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Large Scale Work • Working as a team • Research • Finding meaning in objects • Story telling • Found object Art • Smaller parts combined to make whole piece • Problem Solving <p>Skills:</p> <ul style="list-style-type: none"> • Students will work as a team using small objects in repetition to create a larger image that communicates a message, or tells a story about someone who made a significant contribution to Alamo Heights as a city..
<p style="text-align: center;">3 weeks November</p>	<p>UNIT - Group Presentations and Selections</p> <p>Time Frame: 1 week</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Presenting Work/Defending Work • Teamwork/Dividing responsibilities • Compromise as a board of directors • Selecting appropriate work • How Art is a part of environment <ul style="list-style-type: none"> • Campus Improvement Consideration <p>Skills:</p> <ul style="list-style-type: none"> • Students will debate as a group the efficacy and role that art can play in the school environment. They will choose three proposals that will be presented to a board of leadership individuals who will choose a project for students to implement on campus. 	<p style="text-align: center;">3 weeks April</p>	<p>UNIT - Group Critique</p> <p>Time Frame: 1 day - 1 day for revisions/rework</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Talking about art • Defending work • Reflection • Revision <p>Skills:</p> <ul style="list-style-type: none"> • Students will self reflect and talk as a group about each other's work to acknowledge strengths, areas for improvement, and improve communication/collaboration skills
<p style="text-align: center;">3 weeks November</p>	<p>UNIT - Rework/Revise</p> <p>Time Frame: 2 weeks</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Reflection • Revision • No such thing as failure • Artwork is continuous 	<p style="text-align: center;">TEKS</p> <p style="text-align: center;">L4.1A.1D L4.2A.2B.2C.2D.2E L4.3B</p>	<p>UNIT - Mini SI</p> <p>Time Frame: Ongoing - April 22</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Exploration of Inquiry, Practice, Experimentation, Documentation, Synthesis of materials, exploration of method, media, applications, etc. • Analysis of the influence of contemporary cultures on artwork. <p>Skills:</p> <ul style="list-style-type: none"> • Students will begin an independent SI, demonstrating the required elements of the AP Portfolio and documenting their journey in design journals. Students will use the teacher as a resource, but will operate on their own to develop ideas and artwork.



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	<p>Skills:</p> <ul style="list-style-type: none"> Students will select a work of art from the Design Problem projects to revisit/rework as a revitalized final work of art. Students will be asked to consider options for changing media, scale, physical characteristics, composition, application style, etc. 		<p>TEKS</p> <p><u>L4.4A, 4B, 4C, 4D, 4E, 4F</u></p> <p>UNIT - Progress check and Gallery Display/Critique</p> <p>Time Frame: twice every three weeks</p> <p>Concepts:</p> <ul style="list-style-type: none"> Stepping away from work Gathering feedback Self reflection <p>Skills:</p> <ul style="list-style-type: none"> Students will be asked to step away from their work and present their progress for review/feedback from their peers.
<p>TEKS</p> <p><u>L4.4A, 4B, 4C, 4D</u></p> <p>6 weeks December</p>	<p>UNIT - Group Critique</p> <p>Time Frame: 1 day - 1 day for revisions/rework</p> <p>Concepts:</p> <ul style="list-style-type: none"> Talking about art Defending work Reflection Revision <p>Skills:</p> <ul style="list-style-type: none"> Students will self reflect and talk as a group about each other's work to acknowledge strengths, areas for improvement, and improve communication/collaboration skills 	<p>TEKS</p> <p><u>L4.4C, 4D</u></p> <p>9 weeks May</p>	<p>UNIT - Design Journal Check</p> <p>Time Frame: Weekly</p> <p>Concepts:</p> <ul style="list-style-type: none"> Experimentation, practice, exploration, problem solving, redesign, etc. Daily warmup activities <p>Skills:</p> <ul style="list-style-type: none"> Students will submit weekly Design Journals to present daily warm up activities as well as ongoing documentation of their artmaking process, experimentation, practice, revision, and research.
<p><u>L4.1A, 1D</u> <u>L4.2C, 2D, 2E</u> <u>L4.3C</u></p>	<p>UNIT - Campus Improvement Class Project</p> <p>Time Frame: 2 weeks</p> <p>Concepts:</p> <ul style="list-style-type: none"> Public Art installation Assigning Roles/Responsibilities Appropriate Media Problem Solving Working with outside agencies Meeting Client Needs Public Interaction Consideration Permission and Permits Weather Considerations <p>Skills:</p> <ul style="list-style-type: none"> Students will work for the selected group to bring their selected campus improvement project to life as an installation group project. 		
<p><u>L4.1A, 1D</u> <u>L4.3D</u></p> <p>9 weeks</p>	<p>UNIT - Documentary Photo Series</p> <p>Time Frame: 1 week</p> <p>Concepts:</p> <ul style="list-style-type: none"> Photography as medium of artwork Documentary of choice Creative display choice <p>Skills:</p> <ul style="list-style-type: none"> Students will use photography as a medium to develop a photo series that documents an issue, person, concern, idea, inquiry of choice and tell that "story" through a creative presentation of the images. 		