

School Name: Port Isabel J.H.S.

Course/Grade Level: ART 8

Curriculum Map

| Week | Dates     | TEKS                                       | Art Skills  | Resources/Materials   |
|------|-----------|--|---|---|
| 1    | 8/24-8/28 | 2.A, 2.C, 3.B                              | Expectations, consequences, and procedures.<br>Create through direct observation/personal experience/imagination.<br>Identify cultural ideas based on social/environmental themes.<br>Introduce Elements/Principals of Art  | Power point, and Media Presentation.<br>Sketchbook, journal   |
| 2    | 8/31-9/4  | 1.A, 1.B, 2.A, 2B, 2.C, 3.A, 3.B           | Prehistory<br>Illustrate ideas; define concepts of elements of art and principals.<br>Create through direct observation/personal experience/imagination;<br>Apply design skills; use materials/tools to interpret subjects. Analyze electronic media & art; Identify social/environmental themes in artworks.<br><i>Subject to change depending on the needs of students.</i>   | Power point, and Media Presentation.<br>Sketchbook, journal.  |
| 3    | 9/8-9/14  | 1.A, 1.B, 2.A, 2B, 2.C, 3.A, 3.B, 3.C, 4.A | Drawing Skills – Line, Shape<br>Illustrate ideas; define concepts of elements of art and principals.<br>Create through direct observation/personal experience/imagination;<br>Apply design skills; use materials/tools to interpret subjects. Analyze electronic media & art; Identify social/environmental themes in artworks; survey career opportunities. Analysis with teacher/peers.<br><i>Subject to change depending on the needs of students.</i> | Power point, and Media Presentation. Elements foldable, historic artwork. Sketchbook, journal.      |
| 4    | 9/15-9/21 | 1.A, 1.B, 2.A, 2B, 2.C, 3.A, 3.B, 3.C, 4.A | Drawing Skills – Line, Shape<br>Illustrate ideas; define concepts of elements of art and principals.<br>Create through direct observation/personal experience/imagination;<br>Apply design skills; use materials/tools to interpret subjects. Analyze electronic media & art; Identify social/environmental themes in artworks; survey career opportunities. Analysis with teacher/peers.<br><i>Subject to change depending on the needs of students.</i> | Power point, and Media Presentation. Line and shape booklet, historic artwork. Sketchbook, journal. |
| 5    | 9/22-9/28 | 1.A, 1.B, 2.A, 2.C, 3.A, 3.B, 3.C, 4.A     | Intro to Color Theory – Color, Value<br>Illustrate ideas; define concepts of elements of art and principals.<br>Create through direct observation/personal experience/imagination;<br>use materials/tools to interpret subjects. Analyze electronic media &   | Power point, and Media Presentation. Line and shape booklet, historic artwork. Sketchbook, journal. |

|    |             |  |  |   |
|----|-------------|--|--|---|
|    |             |  | art; Identify social/environmental themes in artworks; survey career opportunities. Analysis with teacher/peers.<br><i>Subject to change depending on the needs of students.</i>   |   |
| 6  | 9/29-10/5   | 1.A, 2.A, 2.C, 3.B, 3.C, 4.A, 4.B      | Painting – Color Theory<br>Illustrate ideas. Create through direct observation/personal experience/imagination; use materials/tools to interpret subjects. Identify social/environmental/political themes in artworks; survey career opportunities. Analyze with teacher/peers original personal/peers artwork.<br><i>Subject to change depending on the needs of students.</i>  | Power point, and Media Presentation.<br>Contemporary/historic art, color and value booklet. Sketchbook, journal.      |
| 7  | 10/6-10/12  | 1.A, 2.A, 2.C, 3.B, 3.C, 4.A, 4.B      | Painting – Color Theory<br>Illustrate ideas. Create through direct observation/personal experience/imagination; use materials/tools to interpret subjects. Identify social/environmental/political themes in artworks; survey career opportunities. Analyze with teacher/peers original personal/peers artwork.<br><i>Subject to change depending on the needs of students.</i>  | Power point, and Media Presentation.<br>Contemporary/historic art, color and value booklet. Sketchbook, journal.      |
| 8  | 10/13-10/16 | 1.A, 1.B, 2.A, 2.B, 2.C, 3.B, 3.C,     | Form and Space<br>Illustrate ideas; define concepts of elements of art and principals. Create through direct observation/personal experience/imagination; Apply design skills; use materials/tools to interpret subjects. Identify social/environmental themes in artworks; survey career opportunities.<br><i>Subject to change depending on the needs of students.</i>   | Power point, and Media Presentation.<br>Contemporary/historic art, form and space booklet. Sketchbook, journal.       |
| 9  | 10/19-10/23 | 1.A, 2.A, 2.B, 2.C, 3.B,               | Color, Form, Texture, Line – Masks<br>Illustrate ideas. Create through direct observation/personal experience/imagination; Apply design skills; use materials/tools to interpret subjects. Identify social/environmental themes in artworks<br><i>Subject to change depending on the needs of students.</i>  | Power point, and Media Presentation.<br>Contemporary/historic art, form, space, texture booklet. Sketchbook, journal. |
| 10 | 10/26-10/30 | 1.A, 1.B, 2.A, 2.B, 2.C, 3.B, 4.A, 4.B | Color, Form, Texture, Line – Student Critique<br>Illustrate ideas; define concepts of elements of art and principals. Create through direct observation/personal experience/imagination; Apply design skills; use materials/tools to interpret subjects. Identify social/environmental themes in artworks. Analyze with teacher/peers original personal/peers artwork.<br><i>Subject to change depending on the needs of students.</i> | Power point, and Media Presentation.<br>Contemporary/historic art. Sketchbook, journal.                               |

|       |             |   |   |  |
|-------|-------------|---|---|--|
| 11    | 11/2-11/6   | 1.A, 1.B, 2.A, 2.B, 2.C, 3.A, 3.B, 3.C      | Line, Shape, Value; Form, Texture<br>Illustrate ideas; define concepts of elements of art and principals.<br>Create through direct observation/personal experience/imagination;<br>Apply design skills; use materials/tools to interpret subjects. Analyze electronic media & art; Identify social/environmental themes in artworks; survey career/avocational opportunities.<br><i>Subject to change depending on the needs of students.</i>   | Power point, and Media Presentation.<br>Contemporary/historic art. Sketchbook, journal.                  |
| 12-13 | 11/9-11/13  | 1.A, 1.B, 2.A, 2.B, 2.C, 3.A, 3.B, 3.C      | Line, Shape, Value; Form, Texture<br>Illustrate ideas; define concepts of elements of art and principals.<br>Create through direct observation/personal experience/imagination;<br>Apply design skills; use materials/tools to interpret subjects. Analyze electronic media & art; Identify social/environmental themes in artworks; survey career/avocational opportunities.<br><i>Subject to change depending on the needs of students.</i>   | Power point, and Media Presentation.<br>Contemporary/historic art. Sketchbook, journal.                  |
| 14    | 11/16-11/20 | 1.A, 1.B, 2.A, 2.B, 2.C, 3.A, 3.B, 3.C, 4.A | Line, Shape, Value; Form, Texture<br>Illustrate ideas; define concepts of elements of art and principals.<br>Create through direct observation/personal experience/imagination;<br>Apply design skills; use materials/tools to interpret subjects. Analyze electronic media & art; Identify social/environmental themes in artworks; survey career/avocational opportunities. Analyze with teacher/peers original personal/peers artwork.<br><i>Subject to change depending on the needs of students.</i> | Power point, and Media Presentation.<br>Contemporary/historic art. Sketchbook, journal.                  |
|       | 11/23-11/27 | HOLIDAYS                                    |   |  |
| 15-16 | 11/30-12/4  | 2.A, 2.C, 3.C                               | Line, Shape, Color, Space, Texture<br>Create through direct observation/personal experience/imagination;<br>use materials/tools to interpret subjects. Survey career opportunities.<br><i>Subject to change depending on the needs of students.</i>   | Power point, and Media Presentation. Line, shape, color, space, texture booklet.<br>Sketchbook, journal. |
| 17-18 | 12/7-12/11  | 2.A, 2.C, 3.C                               | Line, Shape, Color, Space, Texture<br>Create through direct observation/personal experience/imagination;<br>use materials/tools to interpret subjects. Survey career opportunities.<br><i>Subject to change depending on the needs of students.</i>   | Power point, and Media Presentation. Line, shape, color, space, texture booklet.<br>Sketchbook, journal. |

|    |             |  |  |  |
|----|-------------|--|--|--|
| 19 | 12/14-12/18 | 1.B, 2.A, 2.B, 2.C, 3.A, 3.B, 4.A, 4.B           | Semester Critique/Final<br>Define concepts of elements of art and principals. Create through direct observation/personal experience/imagination; Apply design skills; use materials/tools to interpret subjects. Analyze electronic media & art; Identify social/environmental themes in artworks. Analyze with teacher/peers original personal/peers artwork, portfolio, exhibitions.<br><i>Subject to change depending on the needs of students.</i> | Power point, and Media Presentation. Artist Statement. Student portfolios, sketchbook, journal, previous projects. |
|    | 12/21-1/4   | HOLIDAY  |  |  |
| 20 | 1/5-1/11    | 1.A, 1.B, 3.B, 2A                                | Expectations, consequences, and procedures. Intro to Pottery<br>Illustrate ideas; define concepts of elements of art and principals. Identify cultural ideas based on social/environmental themes. Create through direct observation/personal experience/imagination.<br><i>Subject to change depending on the needs of students.</i>  | Power point, and Media Presentation.<br>Sketchbook, journal.   |
| 21 | 1/12-1/18   | 1.A, 1.B, 2.A, 2.B, 2.C, 3.A, 3.B, 3.C           | Line, Shape, Value; Form, Texture(Pottery)<br>Illustrate ideas; define concepts of elements of art and principals. Create through direct observation/personal experience/imagination; Apply design skills; use materials/tools to interpret subjects. Analyze electronic media & art; Identify social/environmental themes in artworks; survey career/avocational opportunities.<br><i>Subject to change depending on the needs of students.</i>       | Power point, and Media Presentation.<br>Contemporary art.<br>Sketchbook, journal.                                  |
| 22 | 1/19-1/25   | 1.A, 1.B, 2.A, 2.B, 2.C, 3.A, 3.B, 3.C           | Line, Shape, Value; Form, Texture(Pottery)<br>Illustrate ideas; define concepts of elements of art and principals. Create through direct observation/personal experience/imagination; Apply design skills; use materials/tools to interpret subjects. Analyze electronic media & art; Identify social/environmental themes in artworks; survey career/avocational opportunities.<br><i>Subject to change depending on the needs of students.</i>       | Power point, and Media Presentation.<br>Contemporary art.<br>Sketchbook, journal.                                  |
| 23 | 1/26-2/1    | 1.A, 1.B, 2.A, 2.B, 2.C, 3.A, 3.B, 3.C, 4.A, 4.B | Line, Shape, Value; Form, Texture(Pottery)<br>Illustrate ideas; define concepts of elements of art and principals. Create through direct observation/personal experience/imagination; Apply design skills; use materials/tools to interpret subjects. Analyze electronic media & art; Identify social/environmental themes in  | Power point, and Media Presentation.<br>Contemporary/historic art. Sketchbook, journal.                            |

|    |           |                                       |   |   |
|----|-----------|---------------------------------------|---|---|
|    |           |                                       | artworks; survey career/avocational opportunities. Analyze with teacher/peers original personal/peers artwork.<br><i>Subject to change depending on the needs of students.</i>  |   |
| 24 | 2/2-2/8   | 1.A, 1.B, 2.A, 2.C, 3.A, 3.B, 4.A     | Abstract<br>Illustrate ideas; define concepts of elements of art and principals. Create through direct observation/personal/experience/imagination; use materials/tools to interpret subjects. Analyze electronic media & art; identify social/environmental themes in artworks. Analyze with teacher/peers original artwork.<br><i>Subject to change depending on the needs of students.</i> | Power point, and Media Presentation.<br>Contemporary/historic art. Sketchbook, journal. |
| 25 | 2/9-2/15  | 1.A, 1.B, 2.A, 2.B, 2.C, 3.B, 3.C     | Pen & Ink, Wash<br>Illustrate ideas; define concepts of elements of art and principals. Create through direct observation/personal/experience/imagination; Apply design skills; use materials/tools to interpret subjects. Identify social/environmental themes in artworks; survey career/avocational opportunities.<br><i>Subject to change depending on the needs of students.</i>         | Power point, and Media Presentation.<br>Contemporary/historic art. Sketchbook, journal. |
| 26 | 2/16-2/22 | 1.A, 1.B, 2.A, 2.B 2.C, 3.B, 4.A      | Pen & Ink, Wash<br>Illustrate ideas; define concepts of elements of art and principals. Create through direct observation/personal/experience/imagination; Apply design skills; use materials/tools to interpret subjects. Identify social/environmental themes in artworks. Analyze with teacher/peers original artwork.<br><i>Subject to change depending on the needs of students.</i>     | Power point, and Media Presentation.<br>Contemporary/historic art. Sketchbook, journal. |
| 27 | 2/23-2/29 | 1.A, 1.B, 2.A, 2.B 2.C, 3.B           | Rhythm, Movement<br>Illustrate ideas; define concepts of elements of art and principals. Create through direct observation/personal/experience/imagination; Apply design skills; use materials/tools to interpret subjects. Identify social/environmental themes in artworks.<br><i>Subject to change depending on the needs of students.</i>   | Power point, and Media Presentation.<br>Contemporary/historic art. Sketchbook, journal. |
| 28 | 3/1-3/4   | 1.A, 1.B, 2.A, 2.B 2.C, 3.B, 4.A, 4.B | Rhythm, Movement. Student Critique<br>Illustrate ideas; define concepts of elements of art and principals. Create through direct observation/personal/experience/imagination; Apply design skills; use materials/tools to interpret subjects. Identify  | Power point, and Media Presentation.<br>Contemporary/historic art. Sketchbook, journal. |

|    |           |                                      |   |   |
|----|-----------|--------------------------------------|---|---|
|    |           |                                      | social/environmental themes in artworks. Analyze with teacher/peers original personal/peers artwork, portfolio, exhibitions.<br><i>Subject to change depending on the needs of students.</i>  |   |
| 29 | 3/7-3/11  | 1.A, 1.B, 2.A, 2.B<br>2.C, 3.B,      | Balance, Unity, Emphasis<br>Illustrate ideas; define concepts of elements of art and principals.<br>Create through direct observation/personal/experience/imagination;<br>Apply design skills; use materials/tools to interpret subjects. Identify social/environmental themes in artworks.<br><i>Subject to change depending on the needs of students.</i>   | Power point, and Media Presentation.<br>Contemporary/historic art. Sketchbook, journal. |
|    | 3/14-3/18 | Spring Break                         |   |   |
| 30 | 3/21-3/25 | 1.A, 1.B, 2.A, 2.B<br>2.C, 3.B,      | Balance, Unity, Emphasis<br>Illustrate ideas; define concepts of elements of art and principals.<br>Create through direct observation/personal/experience/imagination;<br>Apply design skills; use materials/tools to interpret subjects. Identify social/environmental themes in artworks.<br><i>Subject to change depending on the needs of students.</i>   | Power point, and Media Presentation.<br>Contemporary/historic art. Sketchbook, journal. |
| 31 | 3/28-4/2  | 1.A, 1.B, 2.A, 2.B,<br>2.C, 3.B, 3.C | Line, Shape, Form, Balance, Texture, Unity, Color<br>Illustrate ideas; define concepts of elements of art and principals.<br>Create through direct observation/personal/experience/imagination;<br>Apply design skills; use materials/tools to interpret subjects. Identify social/environmental themes in artworks; survey career/avocational opportunities.<br><i>Subject to change depending on the needs of students.</i> | Power point, and Media Presentation.<br>Contemporary/historic art. Sketchbook, journal. |

|    |           |   |  |   |
|----|-----------|---|--|---|
| 32 | 4/4-4/8   | 1.A, 1.B, 2.A, 2.B, 2.C, 3.B, 3.C           | Line, Shape, Form, Balance, Texture, Unity, Color<br>Illustrate ideas; define concepts of elements of art and principals.<br>Create through direct observation/personal/experience/imagination;<br>Apply design skills; use materials/tools to interpret subjects. Identify social/environmental themes in artworks; survey career/avocational opportunities.<br><i>Subject to change depending on the needs of students.</i>  | Power point, and Media Presentation.<br>Contemporary/historic art. Sketchbook, journal. |
| 33 | 4/11-4/15 | 1.A, 1.B, 2.A, 2.B, 2.C, 3.B, 3.C,          | Line, Shape, Form, Balance, Texture, Unity, Color<br>Illustrate ideas; define concepts of elements of art and principals.<br>Create through direct observation/personal/experience/imagination;<br>Apply design skills; use materials/tools to interpret subjects. Identify social/environmental themes in artworks; survey career/avocational opportunities.<br><i>Subject to change depending on the needs of students.</i>  | Power point, and Media Presentation.<br>Contemporary/historic art. Sketchbook, journal. |
| 34 | 4/18-4/22 | 1.A, 1.B, 2.A, 2.B, 2.C, 3.A, 3.B           | Line, Shape, Form, Balance, Texture, Unity, Color<br>Illustrate ideas; define concepts of elements of art and principals.<br>Create through direct observation/personal/experience/imagination;<br>Apply design skills; use materials/tools to interpret subjects. Analyze electronic media & art; Identify social/environmental themes in artworks.<br><i>Subject to change depending on the needs of students.</i>   | Power point, and Media Presentation.<br>Contemporary/historic art. Sketchbook, journal. |
| 35 | 4/25-4/29 | 1.A, 1.B, 2.A, 2.B, 2.C, 3.A, 3.B, 4.A, 4.B | Line, Shape, Form, Balance, Texture, Unity, Color, Critique<br>Illustrate ideas; define concepts of elements of art and principals.<br>Create through direct observation/personal/experience/imagination;<br>Apply design skills; use materials/tools to interpret subjects. Analyze electronic media & art; Identify social/environmental themes in artworks. Analyze with teacher/peers original personal/peers artwork, portfolio, exhibitions.<br><i>Subject to change depending on the needs of students.</i> | Power point, and Media Presentation.<br>Contemporary/historic art. Sketchbook, journal. |
| 36 | 5/2-5/6   | 1.A, 2.A, 2.B, 2.C                          | Contemporary Art<br>Illustrate ideas. Create through direct observation/personal/experience/imagination; Apply design skills; use materials/tools to interpret subjects.<br><i>Subject to change depending on the needs of students.</i>   | Power point, and Media Presentation.<br>Contemporary/historic art. Sketchbook, journal. |

|    |           |  |  |   |
|----|-----------|--|--|---|
|    |           |  |  |   |
| 37 | 5/9-5/13  | 1.A, 2.A, 2.B, 2.C                     | <p>Contemporary Art</p> <p>Illustrate ideas. Create through direct observation/personal/experience/imagination; Apply design skills; use materials/tools to interpret subjects.</p> <p><i>Subject to change depending on the needs of students.</i></p>  | <p>Power point, and Media Presentation.</p> <p>Contemporary/historic art. Sketchbook, journal.</p>                        |
| 39 | 5/16-5/19 | 1.B, 2.A, 2.B, 2.C, 3.A, 3.B, 4.A, 4.B | <p>Semester Critique/Final</p> <p>Define concepts of elements of art and principals. Create through direct observation/personal/experience/imagination; Apply design skills; use materials/tools to interpret subjects. Analyze electronic media &amp; art; Identify social/environmental themes in artworks.</p> <p>Analyze with teacher/peers original personal/peers artwork, portfolio, exhibitions.</p> | <p>Power point, and Media Presentation. Artist Statement. Student portfolios, sketchbook, journal, previous projects.</p> |