

Grade - 1NW	August 23 - October 15	Events: Hispanic Heritage Month
Unit	Lessons	TEKS
<p>Unit 1: Rules and Procedures</p> <p>Unit 2: Proportion</p> <p>Unit 3: Line & Pattern/ Movement & Rhythm</p>	<p>Getting to Know You Map of the Art Room Introduction to Sketchbooks/Portfolios Bookmaking</p> <p>Self-Portraits</p> <p>Architectural drawings (3 point perspective) Counter Line or 3D illusion drawings (level 3)</p> <p>Resources: DSS Epic Curriculum</p> <p>Art Through the Ages Suggested Theme: Ancient World Classical World Middle Ages</p>	<p>5.1A Develop and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art.</p> <p>5.1B Use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion and unity.</p> <p>5.1C Discuss the elements of art as building blocks and the principles of design as organizers of works of art.</p> <p>5.2A Integrate ideas drawn from life experiences to create original works of art.</p> <p>5.2B Create compositions using the elements of art and principles of design.</p> <p>5.2C Produce drawings, paintings, prints, sculptures, including modeled forms; and other art forms, such as ceramics, fiber art, construction, digital art and media and photographic imagery using a variety of materials.</p> <p>5.3A Compare the purpose and effectiveness in artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols.</p> <p>5.3B Compare the purposes and effectiveness of art works created by historic and contemporary men and women, making connections to various cultures.</p> <p>5.3C Connect art to career opportunities such as architects, animators, cartoonist, engineers, fashion designers, filmmakers, graphic artist, illustrators, interior designers, photographers, and web designers.</p> <p>5.3D Investigate connections of visual art concepts to other disciplines.</p> <p>5.4A Evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists.</p> <p>5.4B Use methods, such as written or oral response, or artist statements to identify themes found in</p>

		<p>collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums.</p> <p>5.4C Compile collections of personal artworks for purposes of self assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios.</p>
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Grade - 2NW	October 18 - December 17	Events: Holiday Card Contest
Unit	Lessons	TEKS
<p>Unit 4: Shape Unity & Variety</p> <p>Unit 5: Color & Value Contrast & Emphasis</p>	<p>Matisse Style art</p> <p>Resources: DSS Epic Curriculum Art Through the Ages Suggested Theme: Renaissance & Romance Dabs of Light Colorful Reactions</p>	<p>5.1A Develop and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art.</p> <p>5.1B Use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion and unity.</p> <p>5.1C Discuss the elements of art as building blocks and the principles of design as organizers of works of art.</p> <p>5.2A Integrate ideas drawn from life experiences to create original works of art.</p> <p>5.2B Create compositions using the elements of art and principles of design.</p> <p>5.2C Produce drawings, paintings, prints, sculptures, including modeled forms; and other art forms, such as ceramics, fiber art, construction, digital art and media and photographic imagery using a variety of materials.</p> <p>5.3A Compare the purpose and effectiveness in artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols.</p> <p>5.3B Compare the purposes and effectiveness of art works created by historic and contemporary men and women, making connections to various cultures.</p> <p>5.3C Connect art to career opportunities such as architects, animators, cartoonist, engineers, fashion designers, filmmakers, graphic artist, illustrators, interior designers, photographers, and web designers.</p> <p>5.3D Investigate connections of visual art concepts to other disciplines.</p> <p>5.4A Evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists.</p> <p>5.4B Use methods, such as written or oral response, or artist statements to identify themes found in</p>

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Grade - 3NW	January 5 - March 11	Events: Black History Celebration Campus Art Show
Unit	Lessons	TEKS
<p>Unit 6: Texture & Form</p> <p>Unit 7: Space & Balance</p>	<p>Resources: DSS Epic Curriculum</p> <p>Art Through the Ages</p> <p>Suggested Theme: Modern Color & Shape Expression & Dreams Art That Pops Art Today</p>	<p>5.1A Develop and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art.</p> <p>5.1B Use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion and unity.</p> <p>5.1C Discuss the elements of art as building blocks and the principles of design as organizers of works of art.</p> <p>5.2A Integrate ideas drawn from life experiences to create original works of art.</p> <p>5.2B Create compositions using the elements of art and principles of design.</p> <p>5.2C Produce drawings, paintings, prints, sculptures, including modeled forms; and other art forms, such as ceramics, fiber art, construction, digital art and media and photographic imagery using a variety of materials.</p> <p>5.3A Compare the purpose and effectiveness in artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols.</p> <p>5.3B Compare the purposes and effectiveness of art works created by historic and contemporary men and women, making connections to various cultures.</p> <p>5.3C Connect art to career opportunities such as architects, animators, cartoonist, engineers, fashion designers, filmmakers, graphic artist, illustrators, interior designers, photographers, and web designers.</p> <p>5.3D Investigate connections of visual art concepts to other disciplines.</p> <p>5.4A Evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists.</p>

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Grade - 4NW	March 21 - June 2	Events: Asian Americans and Pacific Islanders Month STAAR Testing District Art Show TEAM
Unit	Lessons	TEKS
<p>Unit 9: Art History and Culture</p> <p>Unit 10: Sketchbook/Portfolio Review and Reflection</p>	<p>Resources: DSS Epic Curriculum Art Through the Ages</p> <p>Suggested Theme: Art that Pops Art Today</p>	<p>5.1A Develop and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art.</p> <p>5.1B Use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion and unity.</p> <p>5.1C Discuss the elements of art as building blocks and the principles of design as organizers of works of art.</p> <p>5.2A Integrate ideas drawn from life experiences to create original works of art.</p> <p>5.2B Create compositions using the elements of art and principles of design.</p> <p>5.2C Produce drawings, paintings, prints, sculptures, including modeled forms; and other art forms, such as ceramics, fiber art, construction, digital art and media and photographic imagery using a variety of materials.</p> <p>5.3A Compare the purpose and effectiveness in artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols.</p> <p>5.3B Compare the purposes and effectiveness of art works created by historic and contemporary men and women, making connections to various cultures.</p> <p>5.3C Connect art to career opportunities such as architects, animators, cartoonist, engineers, fashion designers, filmmakers, graphic artist, illustrators, interior designers, photographers, and web designers.</p> <p>5.3D Investigate connections of visual art concepts to other disciplines.</p> <p>5.4A Evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists.</p>

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