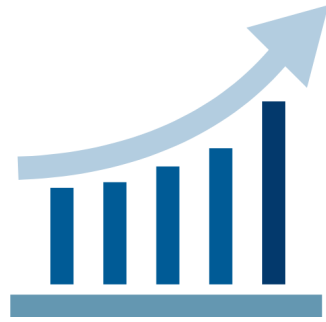




WESTSIDE HIGH SCHOOL

Level Up: *RISE* to Your Potential

Week of:	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	TEMPLATE: Keep Blank. Lesson plans begin below.			
Learning Objective				
Higher Order Thinking Questions				
Agenda				
Demonstration of Learning				
Intervention &				

Extension				
Resources				

Week of: 5/19	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	TEKS: HS I.C2d	TEKS: HS I.C2d	TEKS: HS I.C2d	TEKS: HS I.C2d
Learning Objective	Students will be able to distort a portrait by following the distorted/abstracted grid method	Students will be able to distort a portrait by following the distorted/abstracted grid method	Students will be able to distort a portrait by following the distorted/abstracted grid method	Students will be able to distort a portrait by following the distorted/abstracted grid method
Higher Order Thinking Questions	What difference does grid size make? What is the benefit of creating a smaller grid?	What details are most visible? Least visible? Why?	What do you notice as similarities between your work and other students? Differences between your work and your peers?	What details of your face do you find most hard to distort? why?
Agenda	Grid Creation Grid Drawing	Grid Creation Grid Drawing	Grid Drawing Grid Gallery Walk Distorted Grid w/ Self Portrait	Abstracted grid *how to create)
Demonstration of Learning	Students will be able to create a grid on the printed drawing and duplicate that grid on paper	Students will recreate each section of the grid one block at a time, paying attention to small details/shading	Students will recreate each section of the grid one block at a time, paying attention to small details/shading	Students will create an abstracted grid by making slight edits to the copied grid
Intervention &	Grid examples	Grid examples	Grid examples	Grid examples

Extension	Printed self portrait Student examples	Printed Self portrait Student examples	Printed self portrait Student Examples	Printed self portrait
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Week of: 5/12	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	TEKS: HS I.C2d	TEKS: HS I.C2d	TEKS: HS I.C2d	TEKS: HS I.C2d
Learning Objective	Students will be able to recreate the details of a still life by using the grid method	Students will be able to recreate the details of a still life by using the grid method	Students will be able to recreate the details of a still life by using the grid method	Students will be able to recreate the details of a still life by using the grid method
Higher Order Thinking Questions	What difference does grid size make? What is the benefit of creating a smaller grid?	What details are most visible? Least visible? Why?	What do you notice as similarities between your work and other students? Differences between your work and your peers?	What details of your face do you find most hard to distort? why?
Agenda	Grid Creation Grid Drawing	Grid Creation Grid Drawing	Grid Drawing Grid Gallery Walk Distorted Grid w/ Self Portrait	Abstracted grid *how to create)
Demonstration of Learning	Students will be able to create a gid on the printed drawing and duplicate that grid on paper	Students will recreate each section of the grid one block at a time, paying attention to small details/shading	Students will recreate each section of the grid one block at a time, paying attention to small details/shading	Students will create an abstracted grid by making slight edits to the copied grid
Intervention & Extension	Grid examples Printed images Student examples	Grid examples Printed images Student examples	Grid examples Printed Images STudent Examples	Grid examples Printed self portrait

Resources	Rules, Paper, Colored pencil (black)	Rulers, paper, colored pencil	Rulers, paper, colored pencil	Rulers, paper, printed self portrait
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Week of: 4/7	Monday	Tuesday	Wed./Thurs.	Friday
TEKS				
Learning Objective	Students will continue building their 2D relief 10x10x2	Students will continue building their 2D relief 10x10x2	Students will continue building their 2D relief 10x10x2	Students will begin sketching ideas for the 3d sculpture
Higher Order Thinking Questions	How can you add depth to your piece? How is perceived depth changed through color?	How can you add depth to your piece? How is perceived depth changed through color?	How can you add depth to your piece? How is perceived depth changed through color?	How can you best achieve the desired form you want? How can you make your work more abstract?
Agenda	Do Now 2D relief assembly 2D Relief painting	Do Now 2D relief assembly 2D Relief painting	Do Now 2D relief assembly 2D Relief painting	Do now 3D assignment explanation Independent work on sketches
Demonstration of Learning	Students will create a 2D Relief image after sketching their idea	Students will create a 2D Relief image after sketching their idea	Students will create a 2D Relief image after sketching their idea	Students will create a 2D image after sketching the idea
Intervention & Extension	Student examples, teacher examples	Student examples, teacher examples	Student examples, teacher examples	Students examples

Resources	Cardboard, scissors, and glue	Cardboard, scissors, glue	Cardboard, scissors, glue	
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Week of: 4/1	Monday	Tuesday	Wed./Thurs.	Friday
TEKS		TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.	TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.	TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.
Learning Objective		Students will research symbols and patterns relevant to their cultural heritage and be able to explain their significance	Students will create a sketch of their 2D relief idea that incorporates at least 6 of the colors, patterns, and symbols they've determined represent some aspect of their cultural heritage.	Students will begin cutting the desired pieces required for their 2d relief project
Higher Order Thinking Questions		What is the significance behind the symbol? How do the colors add to their significance?	How will you make your piece have at least 3 levels? Will each symbol be on its own level, or will you make the symbol span over multiple levels?	How will you make your piece have at least 3 levels? Will each symbol be on its own level, or will you make the symbol span over multiple levels?
Agenda		Agenda Do Now Introduction to IFEST cultural heritage project What is 2D	Agenda Do Now Cultural Heritage 2D relief Project Parameters w/ assembly deadline	Agenda Cardboard cutting Xacto Knife Proper usage (and checkout/check in) 2D project

		Cultural Heritage Research		assembly/Painting
Demonstration of Learning		Students will be able to identify at least 9 symbols, colors, and patterns relevant to their cultural heritage.	Students will create a sketch of what they want their finished product to look like from the top and from the side	
Intervention & Extension		Teacher examples, student examples,	Teacher examples, student examples	
Resources		Colored pencils, cultural heritage graphic organizer	Pencils, colored pencils, cultural heritage graphic organizer	

Week of: 3/24	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.	TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.	TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.	TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.
Learning Objective	Students will be able to create a Matisse-inspired cut out collage using line, shape, form, and color to display the effects of unity and contrast	Students will research symbols and patterns relevant to their cultural heritage and be able to explain their significance	Students will create a sketch of their 2D relief idea that incorporates at least 6 of the colors, patterns, and symbols they've determined represent some aspect of their cultural heritage.	Students will begin cutting the desired pieces required for their 2d relief project

Higher Order Thinking Questions	How can you layer your cut outs to create a scene? What do the cut outs symbolise in your work?	What is the significance behind the symbol? How do the colors add to their significance?	How will you make your piece have at least 3 levels? Will each symbol be on its own level, or will you make the symbol span over multiple levels?	How will you make your piece have at least 3 levels? Will each symbol be on its own level, or will you make the symbol span over multiple levels?
Agenda	Do Now Preliminary Sketch Cut out Final Project Writing (explanation for piece along w/ title)	Agenda Do Now Introduction to IFEST cultural heritage project What is 2D Cultural Heritage Research	Agenda Do Now Cultural Heritage 2D relief Project Parameters w/ assembly deadline	Agenda Cardboard cutting Xacto Knife Proper usage (and checkout/check in) 2D project assembly
Demonstration of Learning	Students will be able to articulate the meaning and significance behind any symbols within their work.	Students will be able to identify at least 9 symbols, colors, and patterns relevant to their cultural heritage.	Students will create a sketch of what they want their finished product to look like from the top and from the side	
Intervention & Extension	Teacher examples, student examples	Teacher examples, student examples,	Teacher examples, student examples	
Resources	Scissors, paper, glue	Colored pencils, cultural heritage graphic organizer	Pencils, colored pencils, cultural heritage graphic organizer	

Week of: 3/17	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	TEKS: HS I.C2d Create original artwork to communicate thoughts,	TEKS: HS I.C2d Create original artwork to communicate thoughts,	TEKS: HS I.C2d Create original artwork to communicate thoughts,	TEKS: HS I.C2d Create original artwork to communicate thoughts,

	feelings, ideas, or impressions.	feelings, ideas, or impressions.	feelings, ideas, or impressions.	feelings, ideas, or impressions.
Learning Objective	Students will be able to create a Matisse-inspired cut out collage using line, shape, form, and color to display the effects of unity and contrast	Students will be able to create a Matisse-inspired cut out collage using line, shape, form, and color to display the effects of unity and contrast	Students will be able to create a Matisse-inspired cut out collage using line, shape, form, and color to display the effects of unity and contrast	Students will be able to create a Matisse-inspired cut out collage using line, shape, form, and color to display the effects of unity and contrast
Higher Order Thinking Questions	What does Matisse mean by "painting with scissors?"	What mode of creation works best for you? How can "cutting" to paint create different visuals?	How can you layer your cut outs to create a scene? What do the cut outs symbolise in your work?	How can you layer your cut outs to create a scene? What do the cut outs symbolise in your work?
Agenda	Do Now Henri Matisse Introduction Shape Bank (drawn, 20 organic and geometric shapes)	Do Now Painting With Scissors Mini Lesson Painting with Scissors Brainstorming activity	Do Now Preliminary Sketch Cut Out Final Product	Do Now Preliminary Sketch Cut out Final Project Writing (explanation for piece along w/ title)
Demonstration of Learning	Students will draw and color 10 geometric shapes and 10 organic shapes	Students will create organic shapes with both positive and negative space using paper cut outs	Students will arrange their cutouts to create a composition that has both unity and contrast.	Students will be able to articulate the meaning and significance behind any symbols within their work.
Intervention & Extension		Teacher examples, student examples	Teacher examples, student examples, Matisse Examples	Teacher examples, student examples
Resources	Slides, Henri Matisse Video sketchbook	Scissors, paper, glue, slides	Scissors, paper, glue, slides	Scissors, paper, glue, slides

Week of: 3/3	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	1A, 1B, 1C 2D, 2E	1A, 1B, 1C 2D, 2E	1A, 1B, 1C ,2D, 2E	1A, 1B, 1C 2D, 2E
Learning Objective	Students will demonstrate an understanding of line, shape, form, and emphasis by following the blind contour process in a self portrait	Students will demonstrate an understanding of line, shape, form, and emphasis by following the blind contour process for a self portrait	Students will demonstrate an understanding of line, shape, form, and emphasis by following the blind contour process for a self portrait	Students will demonstrate an understanding of line, shape, form, and emphasis by following the blind contour process for a self portrait
Higher Order Thinking Questions	What stands out in your still life? What blind contour technique is most useful?	How can you manipulate the elements of art to make unique representations?	How does layering effect your watercolor paints? Which color scheme most compliments your piece?	Which area of your contour is most detailed? Does color enhance or detract from your detail?
Agenda	Do Now Blind Contour Review Blind Contour Continuous Blind Countour Modified Blind Contour Emphasis Detail	Do Now Blind Contour Review Blind Contour Continuous Blind Countour Modified Blind Contour Emphasis Detail	Do Now Blind Contour Review Blind Contour Continuous Blind Countour Modified Blind Contour Emphasis Detail	Do Now Blind Contour Review Blind Contour Continuous Blind Countour Modified Blind Contour Emphasis Detail
Demonstration of Learning	Blind Contour	Continuous Blind Contour	Modified Blind Contour	Blind Contour W/ Detailing
Intervention & Extension		Student Examples, teacher examples, presentation examples	Student examples, presentation examples	Studentt examples, peer examples,

Resources	Student examples, teacher examples, peer help	Student examples, teacher examples, peer help	Student examples, teacher examples, peer help	Student examples, teacher examples, peer help
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Week of: 2/24	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	1A, 1B, 1C 2D, 2E	1A, 1B, 1C 2D, 2E	1A, 1B, 1C ,2D, 2E	1A, 1B, 1C 2D, 2E
Learning Objective	Students will demonstrate an understanding of line, shape, form, and emphasis by following the blind contour process on a still life	Students will demonstrate an understanding of line, shape, form, and emphasis by following the blind contour process on a still life	Students will demonstrate an understanding of line, shape, form, and emphasis by following the blind contour process on a still life	Students will demonstrate an understanding of line, shape, form, and emphasis by following the blind contour process on a still life
Higher Order Thinking Questions	What stands out in your still life? What blind contour technique is most useful?	How can you manipulate the elements of art to make unique representations?	How does the drawing differ depending on starting point? Why does this matter?	Which area of your contour is most detailed? Does color enhance or detract from your detail?
Agenda	Do Now Blind Contour Review Blind Contour Continuous Blind Countour Modified Blind Contour Emphasis Detail	Do Now Blind Contour Review Blind Contour Continuous Blind Countour Modified Blind Contour Emphasis Detail	Do Now Blind Contour Review Blind Contour Continuous Blind Countour Modified Blind Contour Emphasis Detail	Do Now Blind Contour Review Blind Contour Continuous Blind Countour Modified Blind Contour Emphasis Detail
Demonstration of Learning	Blind Contour	Continuous Blind Contour	Modified Blind Contour	Blind Contour W/ Detailing

Week of: 1/27	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	1A, 1B, 1C 2D, 2E	1A, 1B, 1C 2D, 2E	1A, 1B, 1C ,2D, 2E	1A, 1B, 1C 2D, 2E
Learning Objective	Students will create a line design that illustrates the principles of unity, pattern and movement using at least 4 elements of art.	Students will create a line design that illustrates the principles of unity, pattern and movement using at least 4 elements of art.	Students will demonstrate an understanding of surrealism and practice a surrealist composition	Students will demonstrate an understanding of surrealism and compose a surrealist mixed media landscape
Higher Order Thinking Questions	What is the desired look of your piece?	How can you manipulate the elements of art to make unique patterns?	What elements of art can you manipulate to create a surrealist image? What categorizes a piece as surrealist?	What elements of art can you manipulate to create a surrealist image? How do your chosen images work together? How can you fill in the rest of your work w/ drawn/colored/cut out images?
Agenda	Do Now Mini Sketch Line Design Parameters	Do Now Mini Sketch Line Design Patterns	Do Now Mini Sketch Surrealism Background	Do Now Mini Sketch

	Line Design Initial Sketch Independent Work	Line Design Color Independent Work	Info Surrealism Practice w/ randomized images Magazine cut outs	Surrealist landscape planning w/ found images
Demonstration of Learning	Initial Line Design Sketch w/ a least 10 sections	Line Design w/ at least 10 Patterns	Students will create a practice sketch that includes at least 3 of the elements of surrealist work	Students will create a rough sketch to plan out their surrealist landscape piece for major 2
Intervention & Extension	Line Design w/ at least 10 Patterns	Line Design w/ at least 20 Patterns	Student examples, presentation examples	Student examples, peer examples,
Resources	Student examples, teacher examples, peer help	Student examples, teacher examples, peer help	Student examples, teacher examples, peer help	Student examples, teacher examples, peer help

Week of: 1/13	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	1A, 1B, 1C 2D, 2E	1A, 1B, 1C 2D, 2E	1A, 1B, 1C ,2D, 2E	1A, 1B, 1C 2D, 2E
Learning Objective	Students will create a line design that illustrates the principles of unity, pattern and movement using at least 4 elements of art.	Students will create a line design that illustrates the principles of unity, pattern and movement using at least 4 elements of art.	Students will create a line design that illustrates the principles of unity, pattern and movement using at least 4 elements of art.	Students will create a line design that illustrates the principles of unity, pattern and movement using at least 4 elements of art.
Higher Order Thinking Questions	What is the desired look of your piece?	How can you manipulate the elements of art to make unique patterns?	How can you use color to build unity?	What makes your piece visually interesting despite the repetitive nature of the

				patterns?
Agenda	Do Now Mini Sketch Line Design Parameters Line Design Initial Sketch Independent Work	Do Now Mini Sketch Line Design Patterns Line Design Color Independent Work	Do Now Mini Sketch Analogous, Complementary Review Line Design Independent Work	Do Now Mini Sketch Line Design Independent Work
Demonstration of Learning	Initial Line Design Sketch w/ a least 10 sections	Line Design w/ at least 10 Patterns	Line Design w/ unified coloring	Line Design w/ thoughtful details
Intervention & Extension	Line Design w/ at least 10 Patterns	Line Design w/ at least 20 Patterns	Line Design w/ thoughtful details	
Resources	Student examples, teacher examples, peer help	Student examples, teacher examples, peer help	Student examples, teacher examples, peer help	Student examples, teacher examples, peer help

Week of: 1/9	TUESDAY	WED/THURS	FRI	
TEKS	TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.	TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.	TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.	
Learning Objective	Students will use all of the elements of art to sketch an illustration that represents their 2024	Students will demonstrate an understanding of the principles of art by creating illustrations that exemplify each principle.	Students will demonstrate an understanding of the principles of art by creating illustrations that exemplify each principle.	

Higher Order Thinking Questions	What elements have you used to represent your 2024? How does your drawing represent your 2024	How does your drawing encompass the defined principle?	How does your drawing encompass the defined principle?	
Agenda	Do Now Element Review Independent Drawing Time	Do Now Review Unity, Pattern, Emphasis, Rhythm Foldable Independent Work Time	Do Now Review Movement, Balance, Contrast Foldable Independent Work Time	
Demonstration of Learning	After reviewing the elements, students will combine their elements to create an illustration representative of their 2024	Given an example of each principle, students will define each principle in their own words and create an illustration that encompasses each principle.	Given an example of each principle, students will define each principle in their own words and create an illustration that encompasses each principle.	
Intervention & Extension	Teacher Examples, Student Examples	Teacher Examples, Student Examples	Teacher Examples, Student Examples	
Resources	Paper, Pencil, Marker, Ruler, etc	Paper, Pencil, Marker, Ruler,	Paper, Pencil, Marker, Ruler,	

Week of: 12/9	Monday	Tuesday	Wed./Thurs.	Friday
TEKS		TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or	TEKS: HS I.C2d Create original artwork to communicate thoughts,	TEKS: HS I.C2d Create original artwork to communicate thoughts,

		impressions.	feelings, ideas, or impressions.	feelings, ideas, or impressions.
Learning Objective	Students will use 2 point perspective to draw a landscape or cityscape	Students will use 2 point perspective to draw a landscape or cityscape showing consistent perspective throughout	Students will use 2 point perspective to draw a landscape or cityscape showing consistent perspective throughout	Students will use 2 point perspective to draw a landscape or cityscape showing consistent perspective throughout
Higher Order Thinking Questions	How will you fit each building or box on your page?	How will you connect your buildings? How can you make your windows, doors or other cut outs follow the same perspective	How can you use color to represent light?	How wil you fill the empty space?
Agenda	Do Now Drawing techniques 2 point perspective review Independent Drawing	Do Now Drawing techniques 2 point perspective interiors Independent Drawing	Do Now Coloring techniques and light Light in 2 point perspective Independent Drawing	Do Now: Completing 2 point perspective cityscape
Demonstration of Learning	Given an example of a technique, students will apply the 2 point perspective to the boxes in their artwork	Given an example of a technique,students will add details to the boxes in their artwork in order to create a scene.	Given an example, students will color their artwork in a manner that represents light and shadow, shade and tint	Given an example, students will color their artwork in a manner that represents light and shadow, shade and tint
Intervention & Extension	Teacher Examples, Student Examples	Teacher Examples, Student Examples	Color wheel teacher examples, students examples	Color Wheel, teacher examples, student examples
Resources	Paper, Pencil, Marker, Ruler, etc	Paper, Pencil, Marker, Ruler,	Paper, Pencil, Marker, Ruler,	Paper, Pencil, Marker, Ruler, etc

Week of: 10/28	Monday	Tuesday	Wed./Thurs.	Friday
TEKS		TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.	TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.	TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.
Learning Objective	Students will be able to draw a still life using line, color, and value	Students will be able to draw a still life using line, color, and value	Students will be able to demonstrate an understanding of positive and negative space by adapting their still life into contour drawings	Students will demonstrate an understanding of analogous color theory and composition by choosing corresponding images to mark their work's positive or negative space
Higher Order Thinking Questions	How does the light affect the details in your still life?	What artistic choices did you make in your use of contour/shape?	What artistic choices did you make in your use of contour/shape? Which details did you keep? Remove?	What is the overall effect of an analogous color scheme?
Agenda	Do Now Sketching Techniques Still Life Choice Still Life Sketch	Do Now Sketching Technique Mini Lesson Still Life Choice Still Life Sketch	Do Now Finalizing contour sketch Magazine color choices Color Compositions Clean Up	Do Now: Workspace Set Up Magazine color choices Color Compositions Clean UP
Demonstration of Learning	Given an example of a technique, students will apply the technique to	Given an example of a technique, students will apply the technique to	Students will be able to choose which contour lines to keep from their still-life	Students will choose 3 analogous colors to find within their given

	their still life to create depth and detail.	their still life to create depth and detail.		magazines in order to create a collage.
Intervention & Extension	Teacher Examples, Student Examples	Color Wheel Teacher Examples, Student Examples	Color wheel teacher examples, students examples	Color Wheel, teacher examples, student examples
Resources	Paper, Pencil, Marker, Ruler, etc	Paper, Pencil, Marker, Ruler,	Paper, Pencil, Marker, Ruler,	Paper, Pencil, Marker, Ruler, etc

Week of: 10/21	Monday	Tuesday	Wed./Thurs.	Friday
TEKS		TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.	TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.	TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.
Learning Objective	Students will be able to draw a still life using line, color, and value	Students will be able to draw a still life using line, color, and value	Students will be able to demonstrate an understanding of positive and negative space by adapting their still life into contour drawings	Students will demonstrate an understanding of analogous color theory and composition by choosing corresponding images to mark their work's positive or negative space
Higher Order Thinking Questions	How does the light affect the details in your still life?	What artistic choices did you make in your use of contour/shape?	What artistic choices did you make in your use of contour/shape? Which	What is the overall effect of an analogous color scheme?

			details did you keep? Remove?	
Agenda	Do Now Sketching Techniques Still Life Choice Still Life Sketch	Do Now Sketching Technique Mini Lesson Still Life Choice Still Life Sketch	Do Now Finalizing contour sketch Magazine color choices Color Compositions Clean Up	Do Now: Workspace Set Up Magazine color choices Color Compositions Clean UP
Demonstration of Learning	Given an example of a technique, students will apply the technique to their still life to create depth and detail.	Given an example of a technique, students will apply the technique to their still life to create depth and detail.	Students will be able to choose which contour lines to keep from their still-life	Students will choose 3 analogous colors to find within their given magazines in order to create a collage.
Intervention & Extension	Teacher Examples, Student Examples	Color Wheel Teacher Examples, Student Examples	Color wheel teacher examples, students examples	Color Wheel, teacher examples, student examples
Resources	Paper, Pencil, Marker, Ruler, etc	Paper, Pencil, Marker, Ruler,	Paper, Pencil, Marker, Ruler,	Paper, Pencil, Marker, Ruler, etc

Week of: 10/7	Monday	Tuesday	Wed./Thurs.	Friday
TEKS		TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.	TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.	TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.
Learning Objective	Students will be able to demonstrate an	Students will be able to demonstrate and	Students will be able to demonstrate and	Students will be able to demonstrate and

	understanding of shape, form, and perspective by drawing 10 boxes using the single point perspective	understanding of shape, form, space, perspective, and color through their single point perspective projects.	understanding of shape, form, space, perspective, and color through their single point perspective projects.	understanding of shape, form, space, perspective, and color through their single point perspective projects.
Higher Order Thinking Questions	What artistic choices did you make in your use of shape? How did you make sure your boxes each had a singular vanishing point? What effect does this vanishing point have?	What artistic choices did you make in your use of contour/shape?	What did you learn about color, value, tint, shade?	Whatd you learn about color, value, tint, shade, shape, and form?
Agenda	Do Now Gallery Walk Single Point Perspective Review Single Point Perspective 10 box sketches	Do Now Single Point Perspective Sketches Introducing the Color Wheel Analogous Vs. Complementary Colors	Do Now Analogous/Complementary Color Practice completion Analogous, Complementary Color Major (Using Single Point Perspective) Clean up	Do Now: Workspace Set Up Analogous/ Complementary Color Major (Using Single Point Perspective)
Demonstration of Learning	Given an object, students will use a ruler and a vanishing point to draw 10 boxes from a singular perspective	After reviewing the color wheel, students will create an illustration demonstrating both the analogous and complementary color theories	Students will decide and execute an analogous or complementary color scheme using at least 2 colors with various tints/shades	Students will decide and execute an analogous or complementary color scheme using at least 2 colors with various tints/shades
Intervention & Extension	Teacher Examples, Student Examples	Color Wheel Teacher Examples, Student Examples	Color wheel, teacher examples, students examples	Color Wheel, teacher examples, student examples
Resources	Paper, Pencil, Marker,	Paper, Pencil, Marker,	Paper, Pencil, Marker,	Paper, Pencil, Marker,

	Ruler, etc	Ruler, value scale, paint, paintbrushes	Ruler, Paint, Paintbrush, value scale etc	Ruler, etc
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Week of: 9/30	Monday	Tuesday	Wed./Thurs.	Friday
TEKS		TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.	TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.	
Learning Objective	Students will be able to demonstrate an understanding of shape, form, perspective, and color by drawing/painting the same form from 3 perspectives	Students will be able to demonstrate an understanding of shape, form, perspective, and color by drawing/painting the same form from 3 perspectives	Students will be able to demonstrate an understanding of shape, form, perspective, and color by drawing/painting the same form from 3 perspectives	
Higher Order Thinking Questions	What artistic choices did you make in your use of contour	What artistic choices did you make in your use of contour/shape?	What did you learn about color, value, tint, shade?	
Agenda	Do Now —Contour Check — Painting Mini Lesson — Painting w/ 10 different values (independent practice)	Do Now — Painting w/ 10 different values (independent practice)	Do Now Completing Monochromatic Study Monochromatic Study Gallery Walk	
Demonstration of Learning	Given an object, students will use contour lines to	Given an object, students will use contour lines to	After reviewing gallery walk expectations and	

	depict the object from multiple perspectives.	depict the object from multiple perspectives.	critique guidelines, students will leave feedback on the work of at least four other peers	
Intervention & Extension				
Resources	Paper, Pencil, Marker, Ruler, etc	Paper, Pencil, Marker, Ruler, value scale, paint, paintbrushes	Paper, Pencil, Marker, Ruler, Paint, Paintbrush, value scale etc	Paper, Pencil, Marker, Ruler, etc

Week of: 9/16	Monday	Tuesday	Wed./Thurs.	Friday
TEKS		TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.	TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.	TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.
Learning Objective	Students will be able to demonstrate their understanding of contour lines	Students will be able to demonstrate their understanding of contour/shape	Students will be able to demonstrate their understanding of color, value, tint, shade.	Students will be able to draw a given object in different directions at least 3 times.
Higher Order Thinking Questions	What artistic choices did you make in your use of contour	What artistic choices did you make in your use of contour/shape?	What did you learn about color, value, tint, shade?	What did you learn about Color, Value, Tint, Shade?
Agenda	Do Now — Drawing Mini Lesson	Do Now — Drawing Mini Lesson	Do Now: Value/Tint/Shade Mini	Do Now: Value/Tint/Shade Mini

	— Drawing still life practice — MRS (partnered feedback)	— Drawing still life practice — MRS(Partnered Feedback)	Lesson Tempura Paint Practice Value Strip Assignment Monochromatic Project Review Independent Work on still life contour lines	Lesson Tempura Paint Practice Value Strip Assignment Monochromatic Project Review Independent Work on still life contour lines
Demonstration of Learning	Given an object, students will use contour lines to depict the object from multiple perspectives.	Given an object, students will use contour lines to depict the object from multiple perspectives.	Given an example, students will be able to determine 10 shades/tints of a specific color.	After looking at an example, students will be able to depict with contour lines a singular object 3 different ways
Intervention & Extension				
Resources	Paper, Pencil, Marker, Ruler, etc	Paper, Pencil, Marker, Ruler, etc	Paper, Pencil, Marker, Ruler, etc	Paper, Pencil, Marker, Ruler, etc

Week of: 8/19	Monday	Tuesday	Wed./Thurs.	Friday
TEKS		TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.	TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.	TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.
Learning Objective	Students will be able to demonstrate their understanding of Line and	Students will be able to demonstrate their understanding of form and	Students will be able to demonstrate their understanding of Color,	Students will be able to combine their understanding of line and

	Shape	space.	Value, and Texture	shape to create patterns.
Higher Order Thinking Questions	What artistic choices did you make in your use of line and shape?	What artistic choices did you make in your use of form and space?	What artistic choices did you make in your use of Color, Value, and Texture?	
Agenda	Do Now -Line and Shape Review -Line and Shape Zine Pages brainstorming and completion	Do Now Form and Space Review -Form and Space Zine Pages brainstorming and completion	Do Now: Color, Value, Texture Review Color, Value, Texture brainstorming and completion	Do Now: Zentangle Introduction w/ Examples/ SEL Meditation Practice Zentangle brainstorming independent work
Demonstration of Learning	Given a prompt, students will be able to illustrate two principles of art and connect their illustration to a personal example.	Given a prompt, students will be able to illustrate two principles of art and connect their illustration to a personal example.	Given a prompt, students will be able to illustrate two principles of art and connect their illustration to a personal example.	After watching a demonstration, students will be able to draft the base of their zentangle patterns.
Intervention & Extension				
Resources	Paper, Pencil, Marker, Ruler, etc	Paper, Pencil, Marker, Ruler, etc	Paper, Pencil, Marker, Ruler, etc	Paper, Pencil, Marker, Ruler, etc

Week of: 8/12	Monday	Tuesday	Wed./Thurs.	Friday
TEKS		TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or impressions.	TEKS: HS I.C2d Create original artwork to communicate thoughts, feelings, ideas, or	

			impressions.	
Learning Objective	Students will be able to become familiar with classroom expectations and procedures. Students	SWBAT create original artwork to give a Public Service Announcement (PSA) to communicate art room expectations.	SWBAT create original artwork to give a Public Service Announcement (PSA) to communicate art room expectations.	SWBAT demonstrate an understanding of line, shape, form, color, texture, value, and space through
Higher Order Thinking Questions				
Agenda	Agenda: Do Now Name Plates w perspective	Agenda: Do Now What's a PSA? PSA Art Room Rules Review Work Time: Choosing a rule/ designing illustrations	Agenda: Do Now PSA Art Room Rules Review Finalizing/Coloring PSA	Agenda: Do Now: Line, Shape, Form, Color, Texture, Value, Space Principles of Art Mini Lessons w/ video accompaniment Zine Foldable https://youtu.be/yosWUS7MfGk
Demonstration of Learning	Given an example, students will be able to draft a single point perspective name plate using color	DOL: Given specific themes, students will create original artwork as a public service announcement (PSA) to communicate art room expectations.	DOL: Given specific themes, students will create original artwork as a public service announcement (PSA) to communicate art room expectations.	DOL: Students will be able to
Intervention & Extension				

Resources	Paper, Pencil, Marker, Ruler, etc	Paper, Pencil, Marker, Ruler, etc	Paper, Pencil, Marker, Ruler, etc	Paper, Pencil, Marker, Ruler, etc
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