

GRADE LEVEL: 10 -12

SUBJECT: Digital Design

DATE: 2018-2019

MONTH/GRADING PERIOD: Q1

MASTER COPY 5-9-2019

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CREATING					
Standard 1: Generate and conceptualize artistic ideas and work <ul style="list-style-type: none"> • Creative endeavors • Creative problems 	VA: Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.	<ul style="list-style-type: none"> • Apply multiple approaches. • Formulate new creative problems. 	<ul style="list-style-type: none"> • Project/Rubric 	<ul style="list-style-type: none"> • Creative endeavor • Formulate • Edit 	CRITICAL
<ul style="list-style-type: none"> • Range of materials • Methods of traditional artistic practices • Methods of contemporary artistic practices • Works of art and design 	VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.	<ul style="list-style-type: none"> • Plan works of art and design. • Choose from a range of materials and methods. 	<ul style="list-style-type: none"> • Rough Draft • Project/Rubric 	<ul style="list-style-type: none"> • Traditional • Contemporary • Method • Medium/Media • Theme • Idea • Concept 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p>Standard 2: Organize and develop artistic ideas and work</p> <ul style="list-style-type: none"> • Multiple works of art • Personally meaningful theme, idea, or concept 	<p>VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>	<ul style="list-style-type: none"> • Experiment with multiple works. • Plan multiple works. • Design multiple works. • Explore a personally meaningful theme, idea, or concept. 	<ul style="list-style-type: none"> • Project/Rubric • Quiz 	<ul style="list-style-type: none"> • Composition • Crop • Opacity • Layers • Adjustment Layers • Background Layer • Blending Modes • Blur Filters • Channels • Character • Clipping Mask • Clone Stamp • Composite • Content Aware • Default • Displacement • Displacement Map • Distort • Double Exposure • Drop Shadow • Duplicate • Effects • Essentials • Exposure • Feather 	<p>CRITICAL</p>

<p>Continued</p>				<ul style="list-style-type: none"> • Flow • Gradient • Hardness • History • Invert • Isolate • JPEG • Layer Mask • Merge • Navigator • Opacity • Overlap • Overlay • Panels • Paths • Photoshop • Photoshop Process Tools • Pixels • PNG • Preferences • PSD • Quick Keys • Quick Mask • Rasterize • Refine Edge • Select and Mask • Smart Object • Spot Healing • Stroke • Styles 	
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<p>Continued</p>				<ul style="list-style-type: none"> • Stylize • Subject • Thumbnail • Transform • Transparent • Vector • Visibility • Window • Workspace 	
<ul style="list-style-type: none"> • Develop a plan for: <ul style="list-style-type: none"> -an installation -art show -space design • Perception and experience of a particular place 	<p>VA:Cr2.3.1a Collaboratively develop a plan for an installation, artwork, art show, or space design that transforms the perception and experience of a particular place.</p>	<ul style="list-style-type: none"> • Collaborate to develop a plan to transform the perception and experience of a particular place. 	<ul style="list-style-type: none"> • Participation/Demonstration • Teacher Observation 	<ul style="list-style-type: none"> • Aesthetic • Balance • Composition • Exhibition • Gallery • Installation • Space Design • Theme • Transform 	<p>ADDITIONAL</p>

<p>Standard 3: Refine and complete artistic work</p> <ul style="list-style-type: none"> • Critique with peers • Artistic vision 	<p>VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p>	<ul style="list-style-type: none"> • Engage in constructive critique. • Revise and refine works of art. 	<ul style="list-style-type: none"> • Class discussion • Teacher Observation 	<ul style="list-style-type: none"> • Angle • Artistic vision • Background • Composition • Critique • Depth • Expression • Foreground • Impact • Intent • Light source • Middle ground • Observation • Pattern • Perception • Proportion • Revise • Refine • Repetition • Subject • Symmetry • Value 	<p>CRITICAL</p>
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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PRESENTING					
Standard 6: Convey meaning through the presentation of artistic work <ul style="list-style-type: none"> • Impact of exhibition • Awareness of social, cultural, and/or political beliefs and understandings 	VA:Pr6.1.Ia Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, and/or political beliefs and understandings.	<ul style="list-style-type: none"> • Analyze the impact of exhibition on personal awareness of social, cultural, and/or political beliefs. • Describe the impact of exhibition on personal awareness of social, cultural, and/or political beliefs. 	<ul style="list-style-type: none"> • Written Description 	<ul style="list-style-type: none"> • Impact • Personal awareness • Implications • Social Media • Website • Internet 	IMPORTANT
RESPONDING					
Standard 9: Apply criteria to evaluate artistic work <ul style="list-style-type: none"> • Criteria to evaluate art 	VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	<ul style="list-style-type: none"> • Establish criteria to evaluate works of art. • Evaluate works of art. 	<ul style="list-style-type: none"> • Small group activity • Discussion 	<ul style="list-style-type: none"> • Criteria • Evaluate 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECTING					
Standard 10: Synthesize and relate knowledge and personal experiences to make art <ul style="list-style-type: none"> • Process of developing early ideas • Process of developing fully elaborated ideas 	VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.	<ul style="list-style-type: none"> • Document a process of developing ideas. 	<ul style="list-style-type: none"> • Journal • Teacher/Student Discussion 	<ul style="list-style-type: none"> • Document • Elaborate • Journal • Synthesize 	ADDITIONAL
Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding <ul style="list-style-type: none"> • Influence of culture, tradition and history • Personal responses to art 	VA:Cn11.1.1a Compare uses of art in a variety of social, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.	<ul style="list-style-type: none"> • Compare uses of art in social contexts. • Compare uses of art in cultural contexts. • Compare uses of art in historical contexts. • Make connections to uses of art in contemporary contexts. • Make connections to uses of art in local contexts. 	<ul style="list-style-type: none"> • Class discussion • Small group activity 	<ul style="list-style-type: none"> • Culture • Historical Context • Influence • Personal Responses • Traditions 	IMPORTANT

STANDARD INDICATORS	LITERACY IN VISUAL ART
<p>VA: Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.</p> <p>VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p>	<p>11-12.LST.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</p>
<p>VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>	<p>11-12.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p> <p>11-12.LST.4.3: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<p>VA:Cr2.2 IIIa Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</p>	<p>11-12.LST.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>VA:Pr6.1.Ia Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, and/or political beliefs and understandings.</p>	<p>11-12.LST.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p>	<p>11-12.LST.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.</p>	<p>11-12.LST.5.2: Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.</p>

STANDARD INDICATORS	LITERACY IN VISUAL ART
VA:Cn11.1.IIa Compare uses of art in a variety of social, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.	11-12.LST.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

GRADE LEVEL: 10-12

SUBJECT: Digital Design

DATE: 2018-2019

MONTH/GRADING PERIOD: Q2

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Creating					
Standard 1: Generate and conceptualize artistic ideas and work <ul style="list-style-type: none"> Plans for ideas Directions for creating art and design Social change 	VA: Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.	<ul style="list-style-type: none"> Visualize plans. Hypothesize plans. Generate plans for ideas and directions. 	<ul style="list-style-type: none"> Rough Draft Project/Rubric 	<ul style="list-style-type: none"> Visualize Hypothesize Social change Generate plans 	CRITICAL
Standard 2: Organize and develop artistic ideas and work <ul style="list-style-type: none"> Skills and knowledge in a chosen art form 	VA:Cr1.2.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	<ul style="list-style-type: none"> Experiment and practice. Demonstrate acquisition of skills. Demonstrate acquisition of knowledge. 	<ul style="list-style-type: none"> Rough Draft Project/Rubric 	<ul style="list-style-type: none"> Bevel and Emboss Blending Options Channel Mixer Color Balance Color Look up Color Overlay Curves Dispersion Drop Shadow Effects Inner Glow Inner Shadow Lens Flare Liquify 	CRITICAL

Continued				<ul style="list-style-type: none"> • Luminosity • Outer Glow • Pattern Overlay • Render • Selective Color • Sharpen • Skew • Straighten Tool • Warp 	
<ul style="list-style-type: none"> • Multiple works of art • Personally meaningful theme idea, or concept 	<p>VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>	<ul style="list-style-type: none"> • Experiment with multiple works. • Plan multiple works. • Make multiple works. • Explore a personally meaningful theme idea, or concept. 	<ul style="list-style-type: none"> • Project/Rubric • Quiz 	<ul style="list-style-type: none"> • Concept • Personally meaningful theme 	CRITICAL
<ul style="list-style-type: none"> • Ethical implications of making work • Freedom and responsibility in the use of materials 	<p>VA:Cr2.2.IIIa Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</p>	<ul style="list-style-type: none"> • Demonstrate awareness of ethical implications of making and distributing creative work. • Demonstrate understanding the importance of balancing freedom. • Responsibly use images, materials, tools, and equipment. 	<ul style="list-style-type: none"> • Small group activity 	<ul style="list-style-type: none"> • Ethical • Implications • Distribute • Awareness • Circulation • Content • Freedom • Responsibility 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Presenting					
Standard 4: Select, analyze, and interpret artistic work for presentation <ul style="list-style-type: none"> Analyzing, selecting, curating, and presenting artwork Specific exhibit or event 	VA:Pr4.1.IIIa Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.	<ul style="list-style-type: none"> Critique choices. Justify choices. Present choices. Analyze and select artwork. Curate and present artwork for a specific exhibit or event. 	<ul style="list-style-type: none"> Presentation Teacher/Student Discussion 	<ul style="list-style-type: none"> Justify Curate Critique 	IMPORTANT
Standard 5: Develop and refine artistic techniques and work for presentation <ul style="list-style-type: none"> Presentation of exhibition 	VA:Pr5.1.IIa Analyze and evaluate the reasons and ways an exhibition is presented.	<ul style="list-style-type: none"> Analyze purpose of presentation. Evaluate methods of presentation. 	<ul style="list-style-type: none"> Teacher/Student Discussion Project/Rubric 	<ul style="list-style-type: none"> Analyze Evaluate Exhibition Purpose 	IMPORTANT
Standard 6: Convey meaning through the presentation of artistic work <ul style="list-style-type: none"> Collection of objects Viewer's understanding 	VA:Pr6.1.IIIa Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences	<ul style="list-style-type: none"> Curate a collection. Impact the viewer's understanding of social, cultural, and/or political experiences. 	<ul style="list-style-type: none"> Written Description 	<ul style="list-style-type: none"> Impact Personal awareness Documentary Social Media Website Internet 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Responding					
Standard 7: Perceive and analyze artistic work <ul style="list-style-type: none"> • Personal aesthetic responses • Empathetic responses • Natural world • Constructed environments 	VA:Re.7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	<ul style="list-style-type: none"> • Recognize personal aesthetic responses. • Describe personal aesthetic responses. • Recognize personal empathetic responses. • Describe personal empathetic responses. 	<ul style="list-style-type: none"> • Small group activity 	<ul style="list-style-type: none"> • Perception • Emotion • Aesthetic • Empathetic • Natural world • Constructed environment 	ADDITIONAL
<ul style="list-style-type: none"> • Effectiveness of images • Ideas, feelings, and behaviors • Specific audiences 	VA:Re.7.2.IIIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	<ul style="list-style-type: none"> • Evaluate effectiveness of images. • Influence ideas, feelings, and behaviors. 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Audience • Effectiveness • Perspective 	ADDITIONAL
Standard 8: Interpret intent and meaning in artistic work <ul style="list-style-type: none"> • Contextual information • Process of constructing interpretations • Collection of works 	VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	<ul style="list-style-type: none"> • Identify types of contextual information. • Interpret artwork. 	<ul style="list-style-type: none"> • Debate 	<ul style="list-style-type: none"> • Contextual information 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Standard 9: Apply criteria to evaluate artistic work <ul style="list-style-type: none"> Criteria to evaluate art 	VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	<ul style="list-style-type: none"> Determine relevance of criteria used to evaluate works of art. 	<ul style="list-style-type: none"> Small group activity Discussion 		ADDITIONAL
Connecting					
Standard 10: Synthesize and relate knowledge and personal experiences to make art <ul style="list-style-type: none"> Inquiry methods of observation Inquiry methods of research Inquiry methods of experimentation Unfamiliar subjects 	VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art- making.	<ul style="list-style-type: none"> Utilize inquiry methods of observation. Utilize inquiry methods of research. Utilize inquiry methods of exploration. Explore unfamiliar subjects through art- making. 	<ul style="list-style-type: none"> Journal Teacher/Student Discussion 	<ul style="list-style-type: none"> Inquiry methods Observation Research Exploration 	ADDITIONAL
Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding <ul style="list-style-type: none"> Impact of artists Beliefs, values, and behaviors of society 	VA:Cn11.1.IIIa Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.	<ul style="list-style-type: none"> Appraise the impact of art on society. 	<ul style="list-style-type: none"> Class discussion Small group activity 	<ul style="list-style-type: none"> Appraise Culture Traditions Historical Context Influence Values Society 	ADDITIONAL

STANDARD INDICATORS	LITERACY IN VISUAL ART
<p>VA: Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.</p> <p>VA:Cr1.2.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>	<p>11-12.LST.2.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
<p>VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>	<p>11-12.LST.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</p>
<p>VA:Pr4.1.IIIa Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p>	<p>11-12.LST.5.2: Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.</p>
<p>VA:Pr5.1.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p>	<p>11-12.LST.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>VA:Pr6.1.IIIa Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences</p>	<p>11-12.LST.2.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
<p>VA:Re.7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p>VA:Re.7.2.IIIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p>	<p>11-12.LST.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

STANDARD INDICATORS	LITERACY IN VISUAL ART
<p>VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p>	<p>11-12.LST.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p>	<p>11-12.LST.3.3: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p>
<p>VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art- making.</p>	<p>11-12.LST.5.2: Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.</p>
<p>VA:Cn11.1.IIIa Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>	<p>11-12.LST.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>