

GRADE LEVEL: 9-12

SUBJECT: Photography 1

DATE: 2017-2018

MONTH/GRADING PERIOD: Q1

MASTER COPY 5-29-2018

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>Creating</b>					
<b>Standard 1: Generate and conceptualize artistic ideas and work</b> <ul style="list-style-type: none"> <li>• Creative endeavors</li> <li>• Creative problems</li> </ul>	<b>VA:Cr1.1.Ia</b> Use multiple approaches to begin creative endeavors. <b>VA: Cr1.1.IIa</b> Individually or collaboratively formulate new creative problems based on student's existing artwork.	<ul style="list-style-type: none"> <li>• Apply multiple approaches.</li> <li>• Formulate new creative problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Rough Draft</li> <li>• Project/Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Creative endeavor</li> <li>• Formulate</li> <li>• Expressive</li> <li>• Portrait</li> <li>• Landscape</li> <li>• Still-life</li> <li>• Abstract</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Range of materials</li> <li>• Methods of traditional artistic practices</li> <li>• Methods of contemporary artistic practices</li> <li>• Works of art and design</li> </ul>	<b>VA:Cr1.2.Ia</b> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	<ul style="list-style-type: none"> <li>• Plan works of art and design.</li> <li>• Choose from a range of materials and methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Rough Draft</li> <li>• Project/Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional</li> <li>• Contemporary</li> <li>• Method</li> <li>• Medium/Media</li> <li>• Layout</li> <li>• Setting</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p><b>Standard 2: Organize and develop artistic ideas and work</b></p> <ul style="list-style-type: none"> <li>• Skills in a chosen art form</li> <li>• Knowledge in a chosen art form</li> </ul>	<p><b>VA:Cr2.1.IIa</b> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>	<ul style="list-style-type: none"> <li>• Demonstrate acquisition of skills and knowledge in a chosen art form.</li> </ul>	<ul style="list-style-type: none"> <li>• Project/Rubric</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Aperture</li> <li>• Bracketing</li> <li>• Composition</li> <li>• Depth of Field</li> <li>• Digital Zoom</li> <li>• DSLR</li> <li>• Exposure</li> <li>• Focus</li> <li>• F-Stop</li> <li>• ISO</li> <li>• Metering</li> <li>• Noise</li> <li>• Pixels</li> <li>• Resolution</li> <li>• Rule of Thirds</li> <li>• Saturation</li> <li>• Shutter Speed</li> <li>• Viewfinder</li> <li>• White Balance</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Ethical implications of making work</li> <li>• Ethical implications of distributing work</li> </ul>	<p><b>VA:Cr2.2.IIa</b> Demonstrate awareness of ethical implications of making and distributing creative work.</p>	<ul style="list-style-type: none"> <li>• Demonstrate awareness of ethical implications of making and distributing creative work.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group activity</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical</li> <li>• Implications</li> <li>• Distribute</li> <li>• Awareness</li> <li>• Content</li> <li>• Concept</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p><b>Standard 3: Refine and complete artistic work</b></p> <ul style="list-style-type: none"> <li>• Critique with peers</li> <li>• Artistic vision</li> </ul>	<p><b>VA:Cr3.1.IIa</b> 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"> <li>• Engage in constructive critique.</li> <li>• Revise and refine works of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Constructive Critique</li> <li>• Revise</li> <li>• Refine</li> <li>• Artistic vision</li> <li>• Observation</li> <li>• 3-Dimensional</li> <li>• Leading lines</li> <li>• Fill the frame</li> <li>• Negative space</li> <li>• Positive space</li> <li>• Angle</li> <li>• Light source</li> <li>• Repetition</li> <li>• Foreground</li> <li>• Background</li> <li>• Middle ground</li> <li>• Brightness</li> <li>• Contrast</li> <li>• Texture</li> <li>• Vibrance</li> <li>• Proportion</li> <li>• Distorted</li> </ul>	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>Presenting</b>					
<b>Standard 6: Convey meaning through the presentation of artistic work</b> <ul style="list-style-type: none"> <li>• Impact of exhibition</li> <li>• Awareness of social, cultural, and/or political beliefs and understandings</li> </ul>	<b>VA:Pr6.1.1a</b> 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"> <li>• Analyze the impact of exhibition.</li> <li>• Describe the impact of exhibition.</li> </ul>	<ul style="list-style-type: none"> <li>• Written Description</li> </ul>	<ul style="list-style-type: none"> <li>• Impact</li> <li>• Personal awareness</li> <li>• Documentary</li> </ul>	IMPORTANT
<b>Responding</b>					
<b>Standard 8: Interpret intent and meaning in artistic work</b> <ul style="list-style-type: none"> <li>• Collection of works</li> <li>• Evidence found in artwork</li> </ul>	<b>VA:Re8.1.1a</b> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	<ul style="list-style-type: none"> <li>• Interpret artwork.</li> <li>• Support interpretation using evidence found in the artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret</li> <li>• Support</li> <li>• Details</li> <li>• Focus</li> <li>• Light</li> <li>• View Point</li> <li>• Emphasis</li> <li>• Visible</li> <li>• Proportion</li> <li>• Form</li> <li>• Subject</li> <li>• Debate</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p><b>Standard 9: Apply criteria to evaluate artistic work</b></p> <ul style="list-style-type: none"> <li>Criteria to evaluate art</li> </ul>	<p><b>VA:Re9.1.1a</b> Establish relevant criteria in order to evaluate a work of art or collection of works.</p>	<ul style="list-style-type: none"> <li>Establish criteria to evaluate works of art.</li> <li>Evaluate works of art.</li> </ul>	<ul style="list-style-type: none"> <li>Small group activity</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Criteria</li> <li>Symmetry</li> <li>Proportion</li> <li>Color</li> <li>Value</li> <li>Space</li> <li>Vanishing point</li> <li>Highlights</li> <li>Shadows</li> <li>Depth</li> <li>Contour</li> <li>Vantage point</li> <li>Composition</li> <li>Subject</li> <li>Exposure</li> <li>Pattern</li> </ul>	IMPORTANT
<b>Connecting</b>					
<p><b>Standard 10: Synthesize and relate knowledge and personal experiences to make art</b></p> <ul style="list-style-type: none"> <li>Process of developing early ideas</li> <li>Process of developing fully elaborated ideas</li> </ul>	<p><b>VA:Cn10.1.1a</b> Document the process of developing ideas from early stages to fully elaborated ideas.</p>	<ul style="list-style-type: none"> <li>Document a process of developing ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Journal</li> <li>Teacher/Student Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize</li> <li>Document</li> <li>Elaborate</li> <li>Journal</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b> <ul style="list-style-type: none"> <li>• Influence of culture, tradition and history</li> <li>• Personal responses to art</li> </ul>	<b>VA:Cn11.1.1a</b> Describe how knowledge of culture, traditions, and history may influence personal responses to art.	<ul style="list-style-type: none"> <li>• Describe how culture, traditions, and history include personal responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Small group activity</li> </ul>	<ul style="list-style-type: none"> <li>• Culture</li> <li>• Traditions</li> <li>• Historical Context</li> <li>• Influence</li> </ul>	IMPORTANT

STANDARD INDICATORS	LITERACY IN VISUAL ART
<b>VA:Cr1.1.1a</b> Use multiple approaches to begin creative endeavors. <b>VA: Cr1.1.1a</b> Individually or collaboratively formulate new creative problems based on student's existing artwork.	<b>9-12.RT.3</b> Follow precisely a complex multistep procedure when performing technical visual art tasks, attending to special cases or exceptions defined in the text.
<b>VA:Cr2.1.1a</b> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	<b>9-12.RT.4</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical visual art context relevant to grades 9-12 texts and topics.
<b>VA:Cr2.2</b> Demonstrate awareness of ethical implications of making and distributing creative work.	<b>9-12.WT.9</b> Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD INDICATORS	LITERACY IN VISUAL ART
<p><b>VA:Re8.1.1a</b> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>	<p><b>9-12.WT.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) 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><b>VA:Cn10.1.1a</b> Document the process of developing ideas from early stages to fully elaborated ideas.</p>	<p><b>9-12.WT.2</b> Write informative/explanatory texts, including technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
<p><b>VA:Cn11.1.1a</b> Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<p><b>9-12.WT.2</b> Write informative/explanatory texts, including technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</p>

**GRADE LEVEL: 9-12**

**SUBJECT: Photography 1**

**DATE: 2017-2018**

**MONTH/GRADING PERIOD: Q2**

**MASTER COPY 5-29-2018**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>Creating</b>					
<p><b>Standard 1: Generate and conceptualize artistic ideas and work</b></p> <ul style="list-style-type: none"> <li>• Creative endeavors</li> <li>• Creative problems</li> </ul>	<p><b>VA:Cr1.1.Ia</b> Use multiple approaches to begin creative endeavors.</p> <p><b>VA: Cr1.1.IIa</b> Individually or collaboratively formulate new creative problems based on student’s existing artwork.</p>	<ul style="list-style-type: none"> <li>• Apply multiple approaches.</li> <li>• Formulate new creative problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Rough Draft</li> <li>• Project/Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Photoshop</li> <li>• Workspace</li> <li>• Post-Processing</li> <li>• Tutorial</li> </ul>	<p>CRITICAL</p>
<ul style="list-style-type: none"> <li>• Range of materials</li> <li>• Methods of traditional artistic practices</li> <li>• Methods of contemporary artistic practices</li> <li>• Works of art and design</li> </ul>	<p><b>VA:Cr1.2.Ia</b> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p>	<ul style="list-style-type: none"> <li>• Plan works of art and design.</li> <li>• Choose from a range of materials and methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Rough Draft</li> <li>• Project/Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Design</li> </ul>	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p><b>Standard 2: Organize and develop artistic ideas and work</b></p> <ul style="list-style-type: none"> <li>• Skills in a chosen art form</li> <li>• Knowledge in a chosen art form</li> </ul>	<p><b>VA:Cr2.1.IIa</b> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>	<ul style="list-style-type: none"> <li>• Demonstrate acquisition of skills and knowledge in a chosen art form.</li> </ul>	<ul style="list-style-type: none"> <li>• Project/Rubric</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Editing Tools</li> <li>• Quick Keys</li> <li>• Layer</li> <li>• Adjustments</li> <li>• Content Aware</li> <li>• Clone Stamp</li> <li>• Opacity</li> <li>• Filter</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Develop a plan for: <ul style="list-style-type: none"> <li>-an installation</li> <li>-art show</li> <li>-space design</li> </ul> </li> <li>• Perception and experience of a particular place</li> </ul>	<p><b>VA:Cr2.3.Ia</b> 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"> <li>• Collaborate to develop a plan to transform the perception and experience of a particular place.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation/Demonstration</li> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Installation</li> <li>• Space Design</li> <li>• Balance</li> <li>• Theme</li> </ul>	ADDITIONAL
<p><b>Standard 3: Refine and complete artistic work</b></p> <ul style="list-style-type: none"> <li>• Critique with peers</li> <li>• Artistic vision</li> </ul>	<p><b>VA:Cr3.1.IIa</b> 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"> <li>• Engage in constructive critique.</li> <li>• Revise and refine works of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Teacher Observation</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>Presenting</b>					
<b>Standard 4: Select, analyze, and interpret artistic work for presentation</b> <ul style="list-style-type: none"> <li>• Personal critique</li> <li>• Portfolio presentation</li> </ul>	<b>VA:Pr4.1.IIa</b> Analyze, select, and critique personal artwork for a collection or portfolio presentation.	<ul style="list-style-type: none"> <li>• Analyze personal artwork.</li> <li>• Select personal artwork.</li> <li>• Critique personal artwork.</li> <li>• Present portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Teacher/Student Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Presentation</li> <li>• Intention</li> <li>• Objective</li> <li>• Crop</li> <li>• Position</li> <li>• Orientation</li> </ul>	IMPORTANT
<b>Standard 5: Develop and refine artistic techniques and work for presentation</b> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Methods</li> <li>• Exhibition</li> </ul>	<b>VA:Pr5.1.Ia</b> Analyze and evaluate the reasons and ways an exhibition is presented.	<ul style="list-style-type: none"> <li>• Analyze purpose.</li> <li>• Evaluate methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher/Student Discussion</li> <li>• Project/Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Evaluate</li> <li>• Exhibition</li> <li>• Purpose</li> </ul>	IMPORTANT
<b>Standard 6: Convey meaning through the presentation of artistic work</b> <ul style="list-style-type: none"> <li>• Impact of exhibition</li> <li>• Awareness of social, cultural, and/or political beliefs and understandings</li> </ul>	<b>VA:Pr6.1.Ia</b> 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"> <li>• Analyze the impact of exhibition.</li> <li>• Describe the impact of exhibition.</li> </ul>	<ul style="list-style-type: none"> <li>• Written Description</li> </ul>	<ul style="list-style-type: none"> <li>• Impact</li> <li>• Personal awareness</li> <li>• Documentary</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>Responding</b>					
<b>Standard 7: Perceive and analyze artistic work</b> <ul style="list-style-type: none"> <li>• Perception of human experiences</li> <li>• Understanding of human experiences</li> </ul>	<b>VA:Re.7.1.Ia</b> Hypothesize ways in which art influences perception and understanding of human experiences.	<ul style="list-style-type: none"> <li>• Hypothesize influences of art on human experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group activity</li> </ul>	<ul style="list-style-type: none"> <li>• Hypothesize</li> <li>• Perception</li> <li>• Influences</li> <li>• Emotion</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Audience ideas</li> <li>• Audience feelings</li> <li>• Audience behaviors</li> </ul>	<b>VA:Re.7.2.IIa</b> Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	<ul style="list-style-type: none"> <li>• Evaluate effectiveness of images on specific audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Audience</li> <li>• Effectiveness</li> <li>• Perspective</li> </ul>	IMPORTANT
<b>Standard 8: Interpret intent and meaning in artistic work</b> <ul style="list-style-type: none"> <li>• Collection of works</li> <li>• Evidence found in artwork</li> </ul>	<b>VA:Re8.1.Ia</b> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	<ul style="list-style-type: none"> <li>• Interpret artwork.</li> <li>• Support interpretation using evidence found in the artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Edit</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p><b>Standard 9: Apply criteria to evaluate artistic work</b></p> <ul style="list-style-type: none"> <li>Criteria to evaluate art</li> </ul>	<p><b>VA:Re9.1.1a</b> Establish relevant criteria in order to evaluate a work of art or collection of works.</p>	<ul style="list-style-type: none"> <li>Establish criteria to evaluate works of art.</li> <li>Evaluate works of art.</li> </ul>	<ul style="list-style-type: none"> <li>Small group activity</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Criteria</li> </ul>	<p>IMPORTANT</p>
<b>Connecting</b>					
<p><b>Standard 10: Synthesize and relate knowledge and personal experiences to make art</b></p> <ul style="list-style-type: none"> <li>Process of developing early ideas</li> <li>Process of developing fully elaborated ideas</li> </ul>	<p><b>VA:Cn10.1.1a</b> Document the process of developing ideas from early stages to fully elaborated ideas.</p>	<ul style="list-style-type: none"> <li>Document a process of developing ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Journal</li> <li>Teacher/Student Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Concept</li> <li>Conceptualize</li> </ul>	<p>ADDITIONAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p><b>Standard 11:</b>  <b>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b></p> <ul style="list-style-type: none"> <li>• Influence of culture, tradition and history</li> <li>• Personal responses to art</li> </ul>	<p><b>VA:Cn11.1.1a</b>  Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<ul style="list-style-type: none"> <li>• Describe how culture, traditions, and history include personal responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Small group activity</li> </ul>	<ul style="list-style-type: none"> <li>• Media</li> <li>• Social Media</li> <li>• YouTube</li> </ul>	IMPORTANT

STANDARD INDICATORS	LITERACY IN VISUAL ART
<p><b>VA:Cr1.1.1a</b>  Use multiple approaches to begin creative endeavors.</p> <p><b>VA: Cr1.1.1a</b>  Individually or collaboratively formulate new creative problems based on student's existing artwork.</p>	<p><b>9-12.RT.3</b> Follow precisely a complex multistep procedure when performing technical visual art tasks, attending to special cases or exceptions defined in the text.</p>
<p><b>VA:Cr2.1.1a</b>  Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p><b>VA:Cr2.3.1a</b>  Collaboratively develop a plan for an installation, artwork, art show, or space design that transforms the perception and experience of a particular place.</p>	<p><b>9-12.RT.4</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical visual art context relevant to grades 9-12 texts and topics.</p>
<p><b>VA:Pr4.1.1a</b>  Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p>	<p><b>9-12.WT.2 f.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)</p>

STANDARD INDICATORS	LITERACY IN VISUAL ART
<p><b>VA:Re.7.1a</b> Hypothesize ways in which art influences perception and understanding of human experiences.</p>	<p><b>9-12.WT.2 f.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)</p>
<p><b>VA:Re8.1.1a</b> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>	<p><b>9-12.WT.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) 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><b>VA:Cn10.1.1a</b> Document the process of developing ideas from early stages to fully elaborated ideas.</p>	<p><b>9-12.WT.2</b> Write informative/explanatory texts, including technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
<p><b>VA:Cn11.1.1a</b> Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<p><b>9-12.WT.2</b> Write informative/explanatory texts, including technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</p>