

GRADE LEVEL: 9-12

SUBJECT: Photography 2

DATE: 2017-2018

MONTH/GRADING PERIOD: Q1

MASTER COPY 5-29-2018

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"> • Rough Draft • Project/Rubric 	<ul style="list-style-type: none"> • Creative endeavor • Formulate • Expressive • Edit • Adjustment layer • Canvas • Contrast • Filters • Digital • Photoshop • Saturation 	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"> • Demonstrate acquisition of skills and knowledge in a chosen art form. 	<ul style="list-style-type: none"> • Project/Rubric • Quiz 	<ul style="list-style-type: none"> • Layout • Layers • Overlap • Composition • Crop • Process Tools • Transform • Transparent • Opacity • Texture • Noise • Pixels • Channels • Layer Mask • Invert • Clone • Content Aware • Blending Mode • Color Palette • Quick Keys • Merge • Curves • Duplicate • Refine Edge • Isolate • Subject • Double Exposure • Overlay 	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
	VA:Cr2.1.IIIa Continued			<ul style="list-style-type: none"> • Group • Feather • Flow • Gradient • Hardness • Spot Healing • History Palette • Effects • JPEG • PSD • Navigator • Smart Object • Selective Color 	
<ul style="list-style-type: none"> • Ethical implications of making work • Ethical implications of distributing work 	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.	<ul style="list-style-type: none"> • Demonstrate awareness of ethical implications of making and distributing creative work. 	<ul style="list-style-type: none"> • Small group activity 	<ul style="list-style-type: none"> • Ethical • Implications • Distribute • Awareness • Content • Concept 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<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"> • Constructive Critique • Revise • Refine • Artistic vision • Observation • 3-Dimensional • Leading lines • Fill the frame • Negative space • Positive space • Angle • Light source • Repetition • Foreground • Background • Middle ground • Brightness • Contrast • Proportion • Distortion • Intent • Expression • Exposure • Composition 	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PRESENTING					
<p>Standard 6: Convey meaning through the presentation of artistic work</p> <ul style="list-style-type: none"> • Impact of exhibition • Awareness of social, cultural, and/or political beliefs and understandings 	<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>	<ul style="list-style-type: none"> • Analyze the impact of exhibition. • Describe the impact of exhibition. 	<ul style="list-style-type: none"> • Written Description 	<ul style="list-style-type: none"> • Impact • Personal awareness • Documentary • Social Media • Website • Internet 	<p>IMPORTANT</p>
RESPONDING					
<p>Standard 9: Apply criteria to evaluate artistic work</p> <ul style="list-style-type: none"> • Criteria to evaluate art 	<p>VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p>	<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 • Symmetry • Proportion • Color • Value • Space • Vanishing point • Highlights • Shadows • Depth • Contour • Subject • Exposure • Pattern 	<p>IMPORTANT</p>

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.Ia 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"> • Synthesize • Document • Elaborate • Journal 	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.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.	<ul style="list-style-type: none"> • Describe how culture, traditions, and history include personal responses. 	<ul style="list-style-type: none"> • Class discussion • Small group activity 	<ul style="list-style-type: none"> • Culture • Traditions • Historical Context • Influence 	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>9-12.RT.3 Follow precisely a complex multistep procedure when performing technical visual art tasks, attending to special cases or exceptions defined in the text.</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>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>9-12.RT.4 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>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>9-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.</p>	<p>9-12.WT.2 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>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.</p>	<p>9-12.WT.2 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 2

DATE: 2017-2018

MONTH/GRADING PERIOD: Q2

MASTER COPY 5-29-2018

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"> Creative endeavor Visualize Hypothesize Social change Generate plans 	CRITICAL
<ul style="list-style-type: none"> Skills and knowledge in a chosen art form 	VA:Cr2.1.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"> Traditional Contemporary Method Medium/Media Theme Idea Concept 	CRITICAL
Standard 2: Organize and develop artistic ideas and work <ul style="list-style-type: none"> Multiple works of art Personally meaningful theme idea, or concept 	VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.	<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"> Personally meaningful theme 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> Ethical implications of making work Freedom and responsibility in the use of materials 	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.	<ul style="list-style-type: none"> Demonstrate understanding of ethical importance. Balance freedom and responsibility. Experiment in the creation and circulation of creative work. 	<ul style="list-style-type: none"> Small group activity 	<ul style="list-style-type: none"> Ethical Implications Distribute Awareness Content Freedom Responsibility 	IMPORTANT
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.Ia 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

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p>Standard 6: Convey meaning through the presentation of artistic work</p> <ul style="list-style-type: none"> • Collection of objects • Viewer's understanding 	<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>	<ul style="list-style-type: none"> • Curate a collection. • Impact the viewer's understanding. 	<ul style="list-style-type: none"> • Written Description 	<ul style="list-style-type: none"> • Impact • Personal awareness • Documentary • Social Media • Website • Internet 	ADDITIONAL
Responding					
<p>Standard 7: Perceive and analyze artistic work</p> <ul style="list-style-type: none"> • Personal aesthetic responses • Empathetic responses • Natural world • Constructed environments 	<p>VA:Re.7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p>	<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"> • Hypothesize • Perception • Influences • Emotion • Aesthetic • Empathetic • Natural world • Constructed environment 	ADDITIONAL
<ul style="list-style-type: none"> • Effectiveness of images • Ideas, feelings, and behaviors • Specific audiences 	<p>VA:Re.7.2.IIIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p>	<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

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
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
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 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

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
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
VA: Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.	9-12.RT.3 Follow precisely a complex multistep procedure when performing technical visual art tasks, attending to special cases or exceptions defined in the text.
VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.	9-12.RT.4 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.
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.	9-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.
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.	9-12.WT.2 f. 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)
VA:Re.7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	9-12.WT.2 f. 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>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>9-12.WT.7 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>VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</p>	<p>9-12.WT.2 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>VA:Cn11.1.IIa Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>	<p>9-12.WT.2 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>