Pine Hill Public Schools Curriculum

Content Area:	Electives		
Course Title/ Grade Level:	Digital Painting II		
Unit 1:	Layers	Duration:	4 Weeks
Unit 2:	Correction and Transformation	Duration:	4 Weeks
Unit 3:	Mixed Media	Duration:	7 Weeks
Unit 4:	Alternative Print	Duration:	8 Weeks
Unit 5:	Alternative Processes	Duration:	8 Weeks
Unit 6:	Portfolio	Duration:	6 Weeks
BOE Approval Date:	August 26, 2014		

Pine Hill Public Schools
Curriculum

Unit Title: Layers		Unit #: One
Course or Grade Level: Digital Painting II	Length of Time: 4 Weeks	
Pacing	September	
Essential Questions	• How are the tools used in the Adobe Photoshop program? • What are the various methods of manipulating prints/images in Photoshop? • What is the correct resolution for a scanned photographic? • What is the appropriate color space to use when scanning? • How is an image cropped to final size? • How are additional layers created and for what purpose?	
Content	• Toolbox • Scanning/selecting proper resolution • Image modes • RGB, CMYK color space • Crop Tool • Layers palette • Layer modes	
Skills	• Name and define the tools in the toolbox. • Demonstrate how to scan a photograph utilizing the Adobe Photoshop image-editing program. • Explain the correct resolution to scan images that are to be printed at a size of • 8 x 10 or greater. • Explain the role of layers and the function of each layer mode. • Explain the various layer modes?	
Assessments	• Benchmark Assessment • Quizzes • Tests • Student and teacher created rubrics • Student Portfolio of Products • Alternative assessments (i.e. performance based, inquiry project)	
Interventions / differentiated instruction	• Extended time for completion of assignments or tests • Grouping • Shortened assignments • Assignment notebooks • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Credit for class participation, effort and attendance • Modified tests	

	• Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers • CITW strategies • Peer editing, think/pair/share, small group • Include strategies aimed at assisting English Language Learners
Inter-disciplinary Connections	• History • Mathematics • Literacy
Lesson resources / Activities	• Internet • Teacher handouts • Text- Photoshop Fine Art Effects Cookbook by John Beardsworth © 2006 • Text- Photoshop Photo –Effects Cookbook by Tim Shelbourne ©2005 • Text- Digital Photo Art by Theresa Airey ©2005 • Text- Digital Art Studio by Karin Schminke, Dorothy Simpson Krause, Bonny Pierce Lhotka ©2004 • Beginners Guide to Digital Photo Art by Theresa Airey ©2007

Common Core Standards

Standard(s):

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Strand(s): A. History of Art and Culture B. Visual Art C. Aesthetic Responses 4. Critique Methodologies

Content Statement:	Standard(s):
Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory	1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
Stimuli for the creation of artworks can come from many places, including other arts disciplines.	1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
Cultural and historical events impact art-making as well as how audiences respond to works of art.	1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.	1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.	1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.	1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.	1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.	1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style.	1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks	1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.	1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.	1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and

	originality as criteria for assigning value to the works.
Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.	1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.	1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
Art and art-making reflect and affect the role of technology in a global society.	1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

21st Century Themes							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy

21st Century Skills							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools   **Curriculum**

Unit Title: Image Correction and Transformation		Unit #: Two
Course or Grade Level :Digital Painting II	Length of Time: 4 Weeks	
Pacing	October	
Essential Questions	- How are areas of an image selected? - How is the basic tonal range of an image adjusted? - What are the various methods of color correcting an image? - How is an action written and for what purpose? - How are areas of an image selected for manipulation/ - What are the steps involved in recreating missing portions of a photo? - How are photos turned into fine art simulations such as oil or watercolor paintings?	
Content	- Selection tools - Quick mask mode - Saving selections - Actions - Color & tonal correction - Channels - Brightness Contrast vs. Level & Curves - Increasing/decreasing image tonal range - Image repair/replacement •Layer modes	
Skills	- Demonstrate how to select all or portions of an image using various methods such as the selection tool, quick masking, channel selection. - Explain the benefit of using actions on an artist's workflow. - Explain the methods and tools necessary to alter image brightness and contrast? - Describe the role of filters in simulating traditional art media? - Demonstrate the painting capabilities of the Adobe Photoshop program.	
Assessments	- Benchmark Assessment - Quizzes - Tests - Student and teacher created rubrics - Student Portfolio of Products - Alternative assessments (i.e. performance based, inquiry project)	
Interventions / differentiated instruction	- Extended time for completion of assignments or tests - Grouping - Shortened assignments - Assignment notebooks - Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) - Visual demonstrations - Presentation of material in small steps - Visual or multisensory materials - Functional level materials - Mnemonic aids/devices - Credit for class participation, effort and attendance - Modified tests - Tutoring assistance (peer, pal, teacher, etc.) - Emphasis on successes - Graphic Organizers - CITW strategies - Peer editing, think/pair/share, small group - Include strategies aimed at assisting English Language Learners	

Inter-disciplinary Connections	- History - Mathematics - Literacy
Lesson resources / Activities	- Internet - Teacher handouts - Text- Photoshop Fine Art Effects Cookbook by John Beardsworth © 2006 - Text- Photoshop Photo –Effects Cookbook by Tim Shelbourne ©2005 - Text- Digital Photo Art by Theresa Airey ©2005 - Text- Digital Art Studio by Karin Schminke, Dorothy Simpson Krause, Bonny Pierce Lhotka ©2004 - Beginners Guide to Digital Photo Art by Theresa Airey ©2007

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1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Strand(s): A. History of Art and Culture B. Visual Art C. Aesthetic Responses 4. Critique Methodologies

Content Statement:	**Standard(s):**
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Stimuli for the creation of artworks can come from many places, including other arts disciplines.	1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
Cultural and historical events impact art-making as well as how audiences respond to works of art.	1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.	1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal	1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

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Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.	1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.	1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.	1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
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Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.	1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.	1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre,

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Art and art-making reflect and affect the role of technology in a global society.				1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.		

21st Century Themes						
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy

21st Century Skills						
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Curriculum

Unit Title: Mixed Media	Unit #: Three

Course or Grade Level :Digital Painting II	Length of Time: 7 Weeks
Pacing	November, December
Essential Questions	• What is Digital Mixed Media • Why is it important to consider the type of printer used in the creation of Dgital Art? • What are Pizza Wheels? • How do they influence the appearance of a digital inkjet print? • What are the types of substrates for ink-jet printing? • How do you create an acrylic substrate? • How do you prepare a substrate for inkjet printing? • How do you protect artwork?
Content	• Golden Digital Grounds • Golden Gel Topcoat w/ UVSL • InkAid Products • Carrier for printing • Acrylic substrates • Post print Drying • Protecting artwork • Varnishing
Skills	• Explain how to remove a pizza wheel from an inkjet printer. • Demonstrate how to prepare a substrate for ink-jet printing. • Explain the methods and tools necessary to create substrates. • Demonstrate how to use Golden Digital Ground products. • Demonstrate how to use InkAid products
Assessments	• Benchmark Assessment • Quizzes • Tests • Student and teacher created rubrics • Student Portfolio of Products • Alternative assessments (i.e. performance based, inquiry project)
Interventions / differentiated instruction	• Extended time for completion of assignments or tests • Grouping • Shortened assignments • Assignment notebooks • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Credit for class participation, effort and attendance • Modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers • CITW strategies • Peer editing, think/pair/share, small group • Include strategies aimed at assisting English Language Learners

Inter-disciplinary Connections	- History - Mathematics - Literacy
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	21st Century Themes						
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy

	21st Century Skills						
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools
Curriculum

Unit Title: Alternative Print	**Unit #: Four**

Course or Grade Level :Digital Painting II	Length of Time: 8 Weeks
Pacing	January, February
Essential Questions	- What is Lazatran? - How are digital images transferred to materials such as stone, tile and bark? - How are digital images matted for proper display?
Content	- Alternate printing processes and applications - Lazatran - Monoprints - Inkjet Transfers Matting
Skills	- Demonstrate proficiency with the tools in the Corel Painter program. - Manipulate images and print on lazatran paper. - Print images onto canvas, watercolor and pastel papers. - Transfer images to nontraditional materials. - Mat images for the art show.
Assessments	- Benchmark Assessment - Quizzes - Tests - Student and teacher created rubrics - Student Portfolio of Products - Alternative assessments (i.e. performance based, inquiry project)
Interventions / differentiated instruction	- Extended time for completion of assignments or tests - Grouping - Shortened assignments - Assignment notebooks - Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) - Visual demonstrations - Presentation of material in small steps - Visual or multisensory materials - Functional level materials - Mnemonic aids/devices - Credit for class participation, effort and attendance - Modified tests - Tutoring assistance (peer, pal, teacher, etc.) - Emphasis on successes - Graphic Organizers - CITW strategies - Peer editing, think/pair/share, small group - Include strategies aimed at assisting English Language Learners
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	Lhotka ©2004 • Beginners Guide to Digital Photo Art by Theresa Airey ©2007

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The artist's understanding of the relationships among art media,	1.3.12.D.3 Organize an exhibit of personal works of visual art

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	21st Century Skills						
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Curriculum		
Unit Title: Alternative Processes		**Unit #: Five**
Course or Grade Level :**Digital Painting II**	**Length of Time: 8 Weeks**	
Pacing	March, April	

Essential Questions	- How do you blend painting and photography? - What is direct color application? - What are alternative photographic processes? - What are the characteristics of a Surrealistic painting?
Content	- Image Transfers - Overpainting a printed image - Types of art papers for digital printing - Acrylic , Watercolor, Pastel Painting - Image adjustment tools
Skills	- Create composite images. - Create image transfers. - Overpaint images using traditiona media. - Art history artist/style emulation using electronic software.
Assessments	- Benchmark Assessment - Quizzes - Tests - Student and teacher created rubrics - Student Portfolio of Products - Alternative assessments (i.e. performance based, inquiry project)
Interventions / differentiated instruction	- Extended time for completion of assignments or tests - Grouping - Shortened assignments - Assignment notebooks - Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) - Visual demonstrations - Presentation of material in small steps - Visual or multisensory materials - Functional level materials - Mnemonic aids/devices - Credit for class participation, effort and attendance - Modified tests - Tutoring assistance (peer, pal, teacher, etc.) - Emphasis on successes - Graphic Organizers - CITW strategies - Peer editing, think/pair/share, small group - Include strategies aimed at assisting English Language Learners
Inter-disciplinary Connections	- History - Mathematics - Literacy
Lesson resources / Activities	- Internet - Teacher handouts - Text- Photoshop Fine Art Effects Cookbook by John Beardsworth © 2006 - Text- Photoshop Photo –Effects Cookbook by Tim Shelbourne ©2005

	• Text- Digital Photo Art by Theresa Airey ©2005
	• Text- Digital Art Studio by Karin Schminke, Dorothy Simpson Krause, Bonny Pierce Lhotka ©2004
	• Beginners Guide to Digital Photo Art by Theresa Airey ©2007

Common Core Standards

Standard(s):

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Strand(s): A. History of Art and Culture B. Visual Art C. Aesthetic Responses 4. Critique Methodologies

Content Statement:	Standard(s):
Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory	1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
Stimuli for the creation of artworks can come from many places, including other arts disciplines.	1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
Cultural and historical events impact art-making as well as how audiences respond to works of art.	1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.	1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.	1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.	1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
The artist's understanding of the relationships among art media,	1.3.12.D.3 Organize an exhibit of personal works of visual art

methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.	that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.	1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style.	1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks	1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.	1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.	1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.	1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.	1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

Art and art-making reflect and affect the role of technology in a global society.				1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.			

21st Century Themes							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: Portfolio	**Unit #: Six**
Course or Grade Level : **Digital Painting II**	**Length of Time: 6 Weeks**
Pacing	May, June

Essential Questions	• What are some of the career opportunities available in field of digital media? • What is your personal art style? • How do various artists use contemporary media? • How are digital images matted for proper display?
Content	• Career opportunities • Personal style • Sequential investigations of visual problems, • Interdisciplinary projects, • Multimedia presentations, • Electronic art portfolios. • Contemporary Artists • Art Exhibit
Skills	• Research career opportunities. • Demonstrate an exploration of a personal style using a variety of computer software and other art media, to express ideas and/or emotions. Conceive and create works of art that demonstrate an understanding of how communication of ideas relates to the media, techniques, and processes used. • Produce sequential investigations of visual problems, interdisciplinary projects, multimedia presentations, and electronic portfolios. • Research style, role and influence of various artists currentlyusing contemporary media.. • Mat images for the art show. • Exhibit work.
Assessments	• Benchmark Assessment • Quizzes • Tests • Student and teacher created rubrics • Student Portfolio of Products • Alternative assessments (i.e. performance based, inquiry project)
Interventions / differentiated instruction	• Extended time for completion of assignments or tests • Grouping • Shortened assignments • Assignment notebooks • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Credit for class participation, effort and attendance • Modified tests

	• Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers • CITW strategies • Peer editing, think/pair/share, small group • Include strategies aimed at assisting English Language Learners
Inter-disciplinary Connections	• History • Mathematics • Literacy
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1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Strand(s): A. History of Art and Culture B. Visual Art C. Aesthetic Responses 4. Critique Methodologies

Content Statement:	**Standard(s):**
Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory	1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
Stimuli for the creation of artworks can come from many places, including other arts disciplines.	1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
Cultural and historical events impact art-making as well as how audiences respond to works of art.	1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.	1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.	1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.	1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.	1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.	1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style.	1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks	1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.	1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.	1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.	1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.	1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
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	21st Century Themes						
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy

	21st Century Skills						
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		