Volusia County Schools ART Curriculum Map

Digital Art Imaging 1

(0108370)
Vision Statement

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.
Digital Art Imaging 1 (010837)

VERSION DESCRIPTION
Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

GENERAL NOTES
English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf

- Respect is shown for the artwork of peers and copyrighted works of others.

- All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings.
  - **Big Ideas** are the major organizing points for arts education in Florida and provide a broad overview of what students should know and be able to do. They include descriptive material to help focus sequential instruction throughout K-12. Big Ideas are not designed for measurement purposes.
  - **The Enduring Understandings (EUs)** are subsets of the Big Ideas, providing a more focused view of arts education and targeted understandings for Florida’s students to begin building during the primary grades, where foundations are laid, through to students’ arts experiences in high school and beyond. Like the Big Ideas, they are not designed for assessment purposes; rather they’re expressed in general terms that will allow arts teachers at the classroom level to identify or design Essential Questions for planning purposes.
  - **Benchmarks/standards** drive instruction in Florida’s classrooms and, therefore, have been made specific and measurable. Organized under each Big Idea and Enduring Understanding, the benchmarks/standards explicitly describe what students should know and be able to do in Visual Art. These standards/benchmarks address other topics of learning such as literacy, math, civic engagement, problem-solving, creativity, innovation, cross-cultural understandings,

- 21st-century skills and the importance of concepts involving learning and the brain such as cognition, sequencing, filtering, and delayed gratification.

- The Florida Standards are incorporated into every Volusia County Art course.
## HOW TO INTERPRET THE CURRICULUM MAP

### Visual Art Curriculum Map

- **Top of Map:** course, grade level, and quarter in large font

**VISUAL ART - 0108370**
Digital Art Imaging 1

- **1st Quarter, Recommended Topic, Art Standard** (learning target/skills) and Standard # are all in white font on dark background for easier finding as noted by:

  - **Q1**

  1st Quarter: Examine and revise...
  VA.912.C.2.1

### Florida Standards Required by Florida DOE for this Course

**Course Number: 0108370 Digital Art Imaging 1**

- **ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.
- **LAFS.910.RST.1.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- **LAFS.910.RST.2.4** 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 910 texts and topics.
- **LAFS.910.SL.1.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- **LAFS.910.SL.1.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **LAFS.910.SL.2.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **LAFS.910.WHST.2.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **LAFS.910.WHST.3.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **LAFS.910.WHST.3.9** Draw evidence from informational texts to support analysis, reflection, and research.

### Mathematical Practices

- **MAFS.K12.MP.5:** Use appropriate tools strategically.
- **MAFS.K12.MP.6:** Attend to precision.
- **MAFS.K12.MP.7:** Look for and make use of structure.

### Rubrics

- FAEA Rubric for completed 3D art work
- General Visual Art Rubric
- Rubric for Language Arts/Conventions
- General Rubric for Assessment of Text based Response

### Resources in this curriculum map:

- Rubrics; Artists; Digital Careers; 21st Century Skills
<table>
<thead>
<tr>
<th>Level</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 4</strong></td>
<td><strong>RANGE 90-100% (A = 3.0 - 4.0)</strong></td>
<td>Shows obvious evidence of thinking and decision-making</td>
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<tr>
<td></td>
<td></td>
<td>Addresses complex visual or conceptual ideas</td>
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<td></td>
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<td>Shows inventiveness and imagination</td>
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<td></td>
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<td>Shows experimentation and/or risk-taking</td>
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<td>Reflects sensitivity and/or subtlety</td>
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<td></td>
<td>Shows excellent compositional skills</td>
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<tr>
<td></td>
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<td>Shows evidence of style and format</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td><strong>RANGE 80-89% (B = 2.5 - 2.99)</strong></td>
<td>Shows some evidence of thinking and decision-making</td>
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<tr>
<td></td>
<td></td>
<td>Uses elements and principles effectively</td>
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<tr>
<td></td>
<td></td>
<td>Has some evocative qualities</td>
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<td></td>
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<td>Shows successful engagement with some aspects of technique</td>
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<td></td>
<td></td>
<td>Demonstrates a fairly high degree of success</td>
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<td></td>
<td>May show some awkwardness in some areas</td>
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<tr>
<td></td>
<td></td>
<td>Uses techniques and materials successfully</td>
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<tr>
<td></td>
<td></td>
<td>Shows strong compositional skills</td>
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<tr>
<td><strong>Level 2</strong></td>
<td><strong>RANGE 70-79% (C = 2.00-2.49)</strong></td>
<td>Shows an effort to solve some problems</td>
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<td></td>
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<td>Solutions tend to be simplistic</td>
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<tr>
<td></td>
<td></td>
<td>Exploration of the medium is missing</td>
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<td></td>
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<td>Creates work which is uneven</td>
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<tr>
<td></td>
<td></td>
<td>Shows weak compositional skills</td>
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<tr>
<td></td>
<td></td>
<td>Shows little evidence of thinking and decision-making</td>
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<tr>
<td></td>
<td></td>
<td>Work, although well done, relies heavily on copyrighted photographic resources</td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
<td><strong>RANGE 60-69% (D = 1.0 - 1.99)</strong></td>
<td>Uses techniques which are very poor</td>
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<tr>
<td></td>
<td></td>
<td>Shows a lack of awareness of tools/media</td>
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<tr>
<td></td>
<td></td>
<td>Provides solutions to problems which tend to be trite</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shows poor compositional skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work relies heavily on copyrighted photographic resource</td>
</tr>
</tbody>
</table>

**General Visual Arts Rubric**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>A score of four is a response in which the student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.</td>
</tr>
<tr>
<td>3</td>
<td>A score of three is a response in which the student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The student’s response to the task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.</td>
</tr>
<tr>
<td>2</td>
<td>A score of two indicates that the student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student’s work lacks an essential understanding of the underlying artistic concepts.</td>
</tr>
<tr>
<td>1</td>
<td>A score of one indicates that the student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student’s response is incomplete and exhibits many flaws. Although the student’s response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.</td>
</tr>
<tr>
<td>0</td>
<td>A score of zero indicates that the student has provided a completely incorrect or uninterpretable response or no response at all.</td>
</tr>
</tbody>
</table>
Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

Elements of Art:
- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

Principles of Design:
- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

4 Points
- Spelling of complex and simple words is correct.
- Effective use of punctuation guides reader through text.
- Shows mastery of grammar Sufficiently long and complex enough.
- Needs little or no editing.

3 Points
- Common words are correctly spelled. Spelling of more complex words is usually correct.
- End of sentence punctuation is always correct.
- Few mistakes with internal punctuation.
- May contain lapses in usage but not enough to distract the reader.
- Minimal editing required.

2 Points
- Some misspelling of common words.
- End of sentence punctuation is usually correct. Internal punctuation contains some errors.
- Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.
- Significant editing required.

1 Point
- Frequent misspellings of common words.
- Incorrect or random use of end of sentence punctuation.
- Little or no internal punctuation.
- Infrequent or incorrect use of capitalization.
- Errors so severe that it is difficult to focus on meaning.
- Excessive editing required.
## Focus on Photography: Studio Assessments - Rubrics

<table>
<thead>
<tr>
<th>Page</th>
<th>Planning</th>
<th>Media Use</th>
<th>Work Process</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapter</td>
<td>Rationale,/ Research, Composition, Reflections/Evaluation</td>
<td>Lighting, Focus, Props</td>
</tr>
<tr>
<td>p.21</td>
<td>What is Photography?</td>
<td>Planning – Camera Obscua Internet Research On History</td>
<td>Follows Directions Lightproof, Projects Desired Image</td>
</tr>
<tr>
<td>p.51</td>
<td>The Art of Photography</td>
<td>Scrapbook/Portfolio Why Selected Organizes Images</td>
<td>Identifies Structural Elements Categorizes/Identifies by Organizational Principle, Point of View &amp; Timing</td>
</tr>
<tr>
<td>p.75</td>
<td>Black &amp; White</td>
<td>Combines Variety Objects of Same Value, Viewpoints, Framing Subject, Rule of Thirds</td>
<td>Exposure, Bracketing, Depth of Field</td>
</tr>
<tr>
<td>p.127</td>
<td>Portraits</td>
<td>Lighting, Tonal Values, Pose of Subject, Sketch Subject/Background Relationship</td>
<td>Framing for Composition, Use of Reflector/Light, Tonal Values, Props for Narrative, Bracketing</td>
</tr>
<tr>
<td>p.153</td>
<td>Action Photography</td>
<td>Showing Movement, Subject Based on Interests, Color vs. B&amp;W, Actual/Applied Movement, Viewpoints, Emphasis, Rule of Thirds</td>
<td>Numerous Exposures, Focal Lengths, Depth of Field, Shutter Speed, Motion of Subject, Minimal Camera Movement</td>
</tr>
<tr>
<td>p.175</td>
<td>Photojournalism</td>
<td>Qualities of Subculture, Multiple Viewpoints, Emphasize Subject, Rule of Thirds, Balance</td>
<td>Numerous Exposures, Proportion, Value, Emphasis, Depth of Field, Shutter Speeds, Timing, Convey Meaning</td>
</tr>
<tr>
<td>p.219</td>
<td>Landscapes</td>
<td>Shooting from Multiple Viewpoints, Color vs. B&amp;W, Design Concepts, Prepares Equipment</td>
<td>Average of Light Meter readings, Aligns Series of Images, Uses Tripod</td>
</tr>
<tr>
<td>p.263</td>
<td>Still Life</td>
<td>Toys = Meaningful Portrait, Viewpoints/Perspectives to Create Toy’s Story, Framing Subject, Rule of Thirds for Pleasing composition</td>
<td>Adjust Reflectors Using Highlights &amp; Shadows, Depth of Field for Context, Color, Interest, Variety of Lighting, Multiple Exposures</td>
</tr>
</tbody>
</table>
Sample Careers in Digital Media
Career option examples from Full Sail University, Orlando
http://www.fullsail.edu/degrees/campus/digital-arts-design-bachelors/careers
- Graphic Designer
- Flash Designer
- Illustrator
- Web Designer
- Web Developer
- Production Artist
- Digital Media Artist
- Digital Printing Specialist
- 3D Modeler
- Interactive Designer
- Motion Graphics Designer
- Visual Effects Artist
- Web Content Developer
- Video Editor

From Ringing College of Art & Design, Sarasota, FL
http://www.ringling.edu/admissions-financial-aid/proof/
- Advertising Design
- Business of Art & Design
- Computer Animation
- Digital Filmmaking
- Game Art & Design
- Graphic Design
- Illustration
- Motion Design
- Photography & Digital Imaging

Black and White Darkroom Resources from Freestyle Camera Company – Educator’s resources
http://www.freestylephoto.biz/students-and-educators
http://www.freestylephoto.biz/film-development-chart
http://www.freestylephoto.biz/msds
http://www.freestylephoto.biz/category/14-Chemicals/Alternative-Process-Chemicals
### Birthdays - FIRST SEMESTER

**LINKS LAST CHECKED 8.14.14 (YOUTUBE VIDEOS INCLUDED)**

*View all links for appropriateness before showing students*

<table>
<thead>
<tr>
<th>MONTH</th>
<th>ARTIST NAME</th>
<th>FOCUS ON PHOTOGRAPHY</th>
<th>STYLE/MEDIUM</th>
<th>NATIONALITY/ CULTURE</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AUGUST 22</strong></td>
<td><strong>Henri Cartier Bresson</strong>&lt;br&gt;8/22/1908 - 8/3/2004</td>
<td>N/A</td>
<td>Photographer Film maker</td>
<td>French</td>
<td>Father of Photojournalism</td>
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<td></td>
<td><a href="http://www.biography.com/people/henri-cartier-bresson-9240139">http://www.biography.com/people/henri-cartier-bresson-9240139</a></td>
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<td>Established photography as an art form</td>
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<td>10 things his photography can teach…</td>
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<td>All photos - Started by painting &amp; drawing</td>
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<td><strong>OCTOBER 16</strong></td>
<td><strong>Paul Strand</strong>&lt;br&gt;10/16/1890 – 3/31/1976</td>
<td>43 250</td>
<td>Photographer Film maker</td>
<td>American</td>
<td>Pictorialist studies</td>
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<td><a href="http://www.metmuseum.org/toah/hd/pstd/hd_pstd.htm">http://www.metmuseum.org/toah/hd/pstd/hd_pstd.htm</a></td>
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<td><a href="http://fumiergallery.net/wp/197/paul-strand">http://fumiergallery.net/wp/197/paul-strand</a></td>
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<td><strong>NOVEMBER 18</strong></td>
<td><strong>Louis Daguerre</strong>&lt;br&gt;11/18/1787 – 7/10/1851</td>
<td>6</td>
<td>Artist, physicist</td>
<td>French</td>
<td>Inventor of Photography</td>
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<td><a href="http://www.metmuseum.org/toah/hd/dagu/hd_dagu.htm">http://www.metmuseum.org/toah/hd/dagu/hd_dagu.htm</a></td>
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<td>From camera obscura</td>
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<td>** reference to digital</td>
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<td><strong>b. 1941</strong></td>
<td><strong>Olive Parker</strong>&lt;br&gt;1941 - Present</td>
<td>32, 33, 244, 254, 264</td>
<td>Photographer (Polaroid) Digital</td>
<td>Mexican</td>
<td>Still life Photography</td>
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<td>Alfred Stieglitz</td>
<td>M 43 113  Photographer American Father of Modern Photographer Art promoter</td>
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<td>1/1/1864 – 7/13/1946</td>
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<td>Ansel Adams</td>
<td>M 12, 43, 55, 73, 203, 204  Photography B&amp;W American Founded Group f/64 Environmentalist</td>
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<td>2/20/1902 – 4/22/1984</td>
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<td>Edward Weston</td>
<td>M 12, 27, 43, 255  Photographer Organic forms, portraits American</td>
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<td>3/24/1886 - 1/1/1958</td>
<td>Personality, philosophy, techniques and artistry  Founded Group f/64 Environmentalist</td>
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<td>Imogen Cunningham</td>
<td>F 43  Photographer American Botanicals, nudes, industry</td>
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<td>4/12/1883 - 6/24/1976</td>
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<td>Richard Avedon</td>
<td>M N/A  Photographer American Portraits and Fashion</td>
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<td>5/15/1923 - 10/1/2004</td>
<td>Portraits and Fashion</td>
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<td>Dorothea Lange</td>
<td>F 22, 159, 171  B&amp;W photography Documentary American Depression; Dust Bowl Migrant workers</td>
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<td>Jerry Uelsmann</td>
<td>M 2, 3, 27, 41  Photographer American Photomontage w/out digitals</td>
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<td>6/11/1934 - Present</td>
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<td>Maggie Taylor</td>
<td>F 78, 85, 87, 100  Digital Artist American Narratives, still life collages w/ flatbed scanner Wife of Jerry Uelsmann, Photographer</td>
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<td>Martin Waugh</td>
<td>M 136  Photographer American Liquid Sculptures – digital</td>
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21st Century Skills from Partnership for 21st Century Skills  
https://cais21stcentury.wikispaces.com/List+of+21st+Century+Skills
The 4C’s – Communication, Collaboration, Critical Thinking, and Creativity

- Check out “Above & Beyond” animation concerning the 4C’s  
- 4C’s poster  
- Core Subjects and 21st Century Themes at  

21st Century Skills are embedded in NGSSS Visual Art  
http://www.arteducators.org/research/21st-century-skills-arts-map  for general information

- The Partnership for 21st Century Skills maps demonstrate how the three Rs and four Cs (critical thinking and problem solving, communication, collaboration and creativity and innovation) can be fused within the curriculum. All of the maps are organized around 13 skills areas, with examples of how each subject can help students build skills in these areas at 4th grade, 8th grade, and 12th grade levels.  

List of 21st Century Skills - Learning and Innovation Skills from 
http://www.imls.gov/about/21st_century_skills_list.aspx
21st Century Skills Definitions

The IMLS Project Team and Task Force considered the list of skills commonly referred to as "21st Century Skills" and modified it slightly to better align with library and museum priorities.¹

The resulting list includes the following additions: Basic Literacy, Scientific & Numerical Literacy, Visual Literacy, Cross-Disciplinary Skills, and Environmental Literacy. Not every skill on this list will be aligned with every institution’s vision and mission. Further, not every community will prioritize the same skills. Library and museum leaders should consider this list as a starting point beyond which it should be customized to fit the unique character, requirements, and priorities of the institution and its audiences.

Learning and Innovation Skills

CRITICAL THINKING AND PROBLEM SOLVING
Reason Effectively
  - Use various types of reasoning (e.g., inductive, deductive, etc.) as appropriate to the situation
Use Systems Thinking
  - Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
Make Judgments and Decisions
  - Effectively analyze and evaluate evidence, arguments, claims and beliefs
  - Analyze and evaluate major alternative points of view
  - Synthesize and make connections between information and arguments
  - Interpret information and draw conclusions based on the best analysis
  - Reflect critically on learning experiences and processes
Solve Problems
  - Solve different kinds of non-familiar problems in both conventional and innovative ways
  - Identify and ask significant questions that clarify various points of view and lead to better solutions

CREATIVITY AND INNOVATION
Think Creatively
  - Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze, and evaluate ideas in order to improve and maximize creative efforts
- Demonstrate imagination and curiosity

**Work Creatively with Others**
- Develop, implement, and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

**Implement Innovations**
- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

**COMMUNICATION AND COLLABORATION**

**Communicate Clearly**
- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
- Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade) and in diverse environments (including multi-lingual)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

**Collaborate with Others**
- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

**VISUAL LITERACY**
- Demonstrate the ability to interpret, recognize, appreciate, and understand information presented through visible actions, objects and symbols, natural or man-made

**SCIENTIFIC AND NUMERICAL LITERACY**
- Demonstrate the ability to evaluate the quality of scientific and numerical information on the basis of its sources and the methods used to generate it
- Demonstrate the capacity to pose and evaluate scientific arguments based on evidence and to apply conclusions from such arguments appropriately
- Demonstrate ability to reason with numbers and other mathematical concepts

**CROSS-DISCIPLINARY THINKING**
- Apply knowledge, attitudes, behaviors, and skills across disciplines in appropriate and effective ways

**BASIC LITERACY**
- Demonstrate the ability to use language to read, write, listen, and speak

**Information, Media and Technology Skills**

**INFORMATION LITERACY**
- *Access and Evaluate Information*
  - Access information efficiently (time) and effectively (sources)
  - Evaluate information critically and competently
- *Use and Manage Information*
  - Use information accurately and creatively for the issue or problem at hand
  - Manage the flow of information from a wide variety of sources
  - Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

**MEDIA LITERACY**
- *Analyze Media*
  - Understand both how and why media messages are constructed and for what purposes
  - Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
  - Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media
- *Create Media Products*
  - Understand and utilize the most appropriate media creation tools, characteristics, and conventions
• Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT (INFORMATION, COMMUNICATIONS AND TECHNOLOGY) LITERACY

*Apply Technology Effectively*
• Use technology as a tool to research, organize, evaluate, and communicate information
• Use digital technologies (e.g., computers, PDAs, media players, GPS, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy
• Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

21st Century Themes

GLOBAL AWARENESS
• Use 21st century skills to understand and address global issues
• Learn from and work collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
• Understand other nations and cultures, including the use of non-English languages

FINANCIAL, ECONOMIC, BUSINESS, AND ENTREPRENEURIAL LITERACY
• Demonstrate the ability to make appropriate personal economic choices
• Understand the role of the economy in society
• Apply entrepreneurial skills to enhance workplace productivity and career options

CIVIC LITERACY
• Participate effectively in civic life through knowing how to stay informed and understanding governmental processes
• Exercise the rights and obligations of citizenship at local, state, national, and global levels
• Understand the local and global implications of civic decisions

HEALTH LITERACY
• Obtain, interpret, and understand basic health information and services and use such information and services in ways that enhance health
• Understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
• Use available information to make appropriate health-related decisions
• Establish and monitor personal and family health goals
• Understand national and international public health and safety issues

ENVIRONMENTAL LITERACY
• Demonstrate ecological knowledge and understanding of how natural systems work, as well as knowledge and understanding of how natural systems interface with social systems
• Demonstrate understanding of the relationship between beliefs, political systems, and environmental values of various cultures
• Demonstrate understanding of environmental issues caused as the result of human interaction with the environment, and knowledge related to alternative solutions to issues
• Demonstrate active and considered participation aimed at solving problems and resolving issues

Life and Career Skills

FLEXIBILITY AND ADAPTABILITY

*Adapt to Change*
• Adapt to varied roles, job responsibilities, schedules, and contexts
• Work effectively in a climate of ambiguity and changing priorities

*Be Flexible*
• Incorporate feedback effectively
• Deal positively with praise, setbacks, and criticism
• Understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION
Manage Goals and Time
- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently
- Monitor, define, prioritize, and complete tasks without direct oversight

Be Self-directed Learners
- Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS
Interact Effectively with Others
- Know when it is appropriate to listen and when to speak
- Conduct oneself in a respectable, professional manner

Work Effectively in Diverse Teams
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY
Manage Projects
- Set and meet goals, even in the face of obstacles and competing pressures
- Prioritize, plan, and manage work to achieve the intended result

Produce Results
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY
Guide and Lead Others
- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others
- Act responsibly with the interests of the larger community in mind

1. Except as otherwise noted, the skills definitions are derived from the Partnership for 21st Century Skills Framework (www.21stcenturyskills.org).
2. Derived from definition attributed to John Debis, per the International Visual Literacy Association (www.ivla.org/org_what_vis_lit.htm).
3. Adapted from the Environmental Literacy Council Framework
VISUAL ART – 0108370
Digital Art Imaging 1

1ST QUARTER
PACING: WEEK 1-9

UNIT/ORGANIZING PRINCIPLE:
COURSE INTRODUCTION:
- Organization of Thoughts to Create & Complete Visual Images –
- Attention to Processing and Sequencing of Ideas, Tools, and Materials

ESSENTIAL QUESTIONS

- What is art? How are art objects described? What is the purpose of art?
- Where is art found? What are sources for art ideas?
- How does personal interest affect how or why an artwork is created?
- How are ideas chosen and integrated into the creative process?
- What resources inspire personal decisions?
- What art vocabulary is important to understand for art criticism?
- How is the understanding of the structural elements used to improve artwork or skill safely?
- Why are specific public art works important in the community?

Overview of Curriculum

BIG IDEAS – S, O: SKILLS, TECHNIQUES, PROCESSES, and ORGANIZATION
The expectation is that during quarters 1 - 4 students learn process and procedure for digital manipulation of content, drawings, techniques, images, and personal photographs. Students study compositional aspects and subtleties of meaning while creating a visual message where the structural elements of art are organized by the principles of design.

BIG IDEAS – C, S: COGNITION, HISTORICAL
The student employs 21st-century skills that include creativity, critical thinking, flexibility, communication, perseverance, and time management to focus on creative concepts. Historical references regarding the advancement of imagery from photography to current digital formats are investigated. Through the critique process, students evaluate and respond to works of digital artists, personal images, and images by peers.

DUE:
September
- Art Teachers’ Exhibit A ArtHaus, Port Orange
- Volusia County Schools – Safety Poster Contest
October
- FAEA Conference Volusia County Fair

TOPICS

INNOVATE ART: Includes Cognition, Engagement, Persistence, How to Think About Art

NGSSS Visual Art STANDARDS
Unpacking - Learning Targets

STANDARDS (* are repeated)

- Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
  - Journal planning, brainstorming, and documentation
  - Journal Name Plate design
    - Space
    - Contrast
    - Pattern
    - Aesthetic, pleasing

Structural Elements of Art:
- Line (Outline, Contour)
- Color
  - Hue
  - Primary
  - Secondary
  - Intermediate (Tertiary)
  - Split Complement
  - Analogous

Text:
Focus on Photography
(Hermon Joyner. Kathleen Monaghan)
The Visual Experience
(Davis)
Photography 230-233

ACADEMIC LANGUAGE
*italics = integration (text pages)*
- Name Plate Design
  - inside of journal.

**Journal procedures**
- Complete 3 brainstorming ideas before drawing in journal.

**Cacophony (used with specific artwork), Overlapping, Picture Plane, Foreground, Background**
- Student storage of data, artwork –Desktop-Student Art Folder-
  - Personalized Student Folder

**Example - Question**
- How are works refined?
- Is there a personal vision?
- How is complexity shown in the work?

**Florida Standards**
- **LAFS.1112.WHST.3.9** Draw evidence from informational texts to support analysis, reflection, and research.
- **MAFS.K12.MP.7** Look for and make use of structure

**Demonstrate effective and accurate use of art vocabulary throughout the art-making process.**
- Review terms when viewing personal artwork or works by Other artists.
- Power Point notes (Structural Elements and Organizational Principles) listed on Edmodo, followed by Kahoot assessment On notes in 2 weeks.

**Florida Standards**
- **MAFS.K12.MP.7** Look for and make use of structure

<table>
<thead>
<tr>
<th>TOPICs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DEVELOP ART</strong></td>
</tr>
<tr>
<td><strong>Introduction of Adobe Illustrator</strong></td>
</tr>
<tr>
<td>- Pen Tool</td>
</tr>
<tr>
<td>- Pathfinder</td>
</tr>
<tr>
<td>- Transfer drawing to computer program</td>
</tr>
<tr>
<td>- Emotional/expressive drawing</td>
</tr>
<tr>
<td>- Editing during creation process,</td>
</tr>
</tbody>
</table>

**MAFS.K12.MP.7** Look for and make use of structure

**Value**
- Organic
- Geometric
- Open, Closed
- Form,
- Space (Positive/Negative, Simulated, Real, Invented)

**Shape**
- **Organizational Principles of Design**
  - Balance (Asymmetrical, Symmetrical, Radial)
  - Unity/variety
  - Movement (Implied, actual)
  - Emphasis,
  - Rhythm (Regular, Irregular)
  - Pattern,
  - Contrast

**ACADEMIC LANGUAGE**
- **italics = integration (text pages)**
- **VA.912.S.1.4**
- **VA.912.F.1.4**
- P (Pen Tool)
- + (add a point)
- - (subtract point)
- Ctrl + zoom out
- Ctrl – Zoom In
- Free transform, Black Arrow, white Arrow (can all be used for similar purposes)
<table>
<thead>
<tr>
<th>Color Theory Image</th>
<th>Notebook or Journal Brainstorm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modify design to meet new format.</td>
<td>Two emotions in 6 small thumbnails each.</td>
</tr>
<tr>
<td>Analogue</td>
<td>Next recreate favorite/best design large – include original brainstorm box, plus 2 other designs of the same emotion;</td>
</tr>
<tr>
<td>Primary</td>
<td>Include a definition of the emotion and 3 things that make you feel . . . (see above).</td>
</tr>
<tr>
<td>Secondary</td>
<td>Writing should conform to the edge of the lines/shapes be integral in the design.</td>
</tr>
<tr>
<td>Complementary, etc.</td>
<td></td>
</tr>
</tbody>
</table>

**Florida Standards**

LAFS.910.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

- Students complete Color Theory pages in Notebook or Journal based on information in class text, Appendix.
- Print two color versions of Emotion Designs

**Florida Standards**

VA.912.F.3.12 Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.

- Research Illustrator shortcuts to share with class.
- Utilizing Shape Tools, Pen Tools, and Line tools to make design.
- Keep designs as whole shapes to be filled with color later.

**Florida Standards**

VA.912.S.1.8 Use technology to simulate art-making processes and techniques.

- Know use and care of tools and materials.
- Demonstrate ongoing responsible use of tools and materials.
- All Color Printing requires student to physically get up and move to printer to go through printing set up and manually tell printer to print

**Florida Standards**

VA.912.S.3.3 Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.

- Example – Question
  Why is safety a concern for artists?

**Florida Standards**

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

MAFS.K12.MP.5: Use appropriate tools strategically

- Universal Shortcuts
  - Ctrl S (save)
  - Ctrl C (copy)
  - Ctrl V (paste)
  - Ctrl X (cut)
  - Ctrl O (page full size)
  - Ctrl G (Group), Ctrl Z (undo)

- Merge
- Transform
- Multifunction
- Duplicate
- Redundancies

- Review class procedures on safety notes through Q4 from Q1 when necessary

- Local and Network Drives
### TOPICS

**CONNECT w/ ART:** Context In Art Past to Present; Art Styles; Artist Integrity Copyright

<table>
<thead>
<tr>
<th>Florida Standards</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD.K12.ELL.SI.1</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
<tr>
<td>MAFS.K12.MP.5</td>
<td>Use appropriate tools strategically</td>
</tr>
</tbody>
</table>

#### Student responsibility
- Ethics
- Integrity
- Copyright
- Citation

**Original imagery**
- Ethical standard
- Necessity for the individual creative growth

- Why ethics?
- Why copyright laws?

**Identify ethical ways to use appropriation in personal works of art.**
- Study examples of artwork that use appropriation [http://www.moma.org/learn/moma_learning/themes/pop-art/appropriation](http://www.moma.org/learn/moma_learning/themes/pop-art/appropriation)
- Identify how artists have used and referenced the work of others in their creations.
- Discuss the ethical and legal responsibilities of artists when they use the work of others.
- Give opportunities to demonstrate proper citation of sources.

**Determine personal responsibility, ethics, and integrity, including respect for intellectual property, when assessing information and creating works of art.**
- Determine what is appropriate from guidelines

*Example – Question*
Does work show an awareness of another artist’s intellectual property or is the work appropriated for personal use?

**Florida Standards**
### TOPICS

<table>
<thead>
<tr>
<th>Class Art Critique</th>
<th>ASSESS ART: Ability to Discuss &amp; Evaluate Personal Art and Art of Others in Various Contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write together</td>
<td>Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.</td>
</tr>
<tr>
<td>List sources for artwork and artist information.</td>
<td></td>
</tr>
<tr>
<td>Data (title, artist, material, etc.)</td>
<td></td>
</tr>
<tr>
<td>Provide resource artwork for online critique</td>
<td></td>
</tr>
<tr>
<td>Provide separate critique section for live museum visits</td>
<td></td>
</tr>
</tbody>
</table>

#### ACADEMIC LANGUAGE

- **MAFS.K12.MP.7:** Look for and make use of structure

#### Florida Standards

- **LAFS.910.SL.2.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

- **VA.912.C.3.1:** Art Criticism - Critique
  - Describe
  - Analyze
  - Interpret
  - Evaluate

  - Online exhibition resource provided

#### Describing processes and techniques used to record visual imagery.

- Select and identify color theory used on design boxes on design page.

#### Saving

- Uploading
- Sharing or for grading - Edmodo
VISUAL ART – 0108370
Digital Art Imaging 1

Florida Standards Required by Florida DOE for this Course

Course Number: 0108370 Digital Art Imaging 1
w/ highlighted Florida Standards per quarter

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

LAFS.910.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

LAFS.910.RST.2.4 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 910 texts and topics.

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LAFS.910.SL.1.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.SL.1.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.910.SL.2.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LAFS.910.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LAFS.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Mathematical Practices
MAFS.K12.MP.5 Use appropriate tools strategically.
MAFS.K12.MP.6: Attend to precision.
MAFS.K12.MP.7: Look for and make use of structure.
<table>
<thead>
<tr>
<th>LEVEL 4</th>
<th>RANGE 90-100% (A = 3.0 - 4.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows obvious evidence of thinking and decision-making</td>
<td></td>
</tr>
<tr>
<td>Addresses complex visual or conceptual ideas</td>
<td></td>
</tr>
<tr>
<td>Shows inventiveness and imagination</td>
<td></td>
</tr>
<tr>
<td>Shows experimentation and/or risk-taking</td>
<td></td>
</tr>
<tr>
<td>Reflects sensitivity and/or subtlety</td>
<td></td>
</tr>
<tr>
<td>Shows excellent compositional skills</td>
<td></td>
</tr>
<tr>
<td>Shows evidence of style and format</td>
<td></td>
</tr>
</tbody>
</table>

4 Points
A score of four is a response in which the student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.

<table>
<thead>
<tr>
<th>LEVEL 3</th>
<th>RANGE 80-89% (B = 2.5 - 2.99)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows some evidence of thinking and decision-making</td>
<td></td>
</tr>
<tr>
<td>Uses elements and principles effectively</td>
<td></td>
</tr>
<tr>
<td>Has some evocative qualities</td>
<td></td>
</tr>
<tr>
<td>Shows successful engagement with some aspects of technique</td>
<td></td>
</tr>
<tr>
<td>Demonstrates a fairly high degree of success</td>
<td></td>
</tr>
<tr>
<td>May show some awkwardness in some areas</td>
<td></td>
</tr>
<tr>
<td>Uses techniques and materials successfully</td>
<td></td>
</tr>
<tr>
<td>Shows strong compositional skills</td>
<td></td>
</tr>
</tbody>
</table>

3 Points
A score of three is a response in which the student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The student’s response to the task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.

<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>RANGE 70-79% (C = 2.00-2.49)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows an effort to solve some problems</td>
<td></td>
</tr>
<tr>
<td>Solutions tend to be simplistic</td>
<td></td>
</tr>
<tr>
<td>Exploration of the medium is missing</td>
<td></td>
</tr>
<tr>
<td>Creates work which is uneven</td>
<td></td>
</tr>
<tr>
<td>Shows weak compositional skills</td>
<td></td>
</tr>
<tr>
<td>Shows little evidence of thinking and decision-making</td>
<td></td>
</tr>
<tr>
<td>Work, although well done, relies heavily on copyrighted photographic resources</td>
<td></td>
</tr>
</tbody>
</table>

2 Points
A score of two indicates that the student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student’s work lacks an essential understanding of the underlying artistic concepts.

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>RANGE 60-69% (D = 1.0 - 1.99)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses techniques which are very poor</td>
<td></td>
</tr>
<tr>
<td>Shows a lack of awareness of tools/media</td>
<td></td>
</tr>
<tr>
<td>Provides solutions to problems which tend to be trite</td>
<td></td>
</tr>
<tr>
<td>Shows poor compositional skills</td>
<td></td>
</tr>
<tr>
<td>Work relies heavily on copyrighted photographic resource</td>
<td></td>
</tr>
</tbody>
</table>

1 Point
A score of one indicates that the student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student’s response in incomplete and exhibits many flaws. Although the student’s response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete.

The response exhibits many flaws or may be incomplete.

0 Point
A score of zero indicates that the student has provided a completely incorrect or uninterpretable response or no response at all.
Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

Elements of Art:
- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

Principles of Design:
- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

<table>
<thead>
<tr>
<th>General Rubric for Assessment of Text-based Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 The response provides <strong>thorough and convincing support</strong>, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</td>
</tr>
<tr>
<td>- Smoothly integrated, thorough, and relevant evidence, including precise references to sources</td>
</tr>
<tr>
<td>- Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text</td>
</tr>
<tr>
<td>- Clear and effective expression of ideas, using precise language</td>
</tr>
<tr>
<td>- Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</td>
</tr>
<tr>
<td>3 The response provides <strong>adequate support, citing evidence</strong> for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</td>
</tr>
<tr>
<td>- Generally integrated and relevant evidence from sources, though references may be general or imprecise</td>
</tr>
<tr>
<td>- Adequate use of some elaborative techniques</td>
</tr>
<tr>
<td>- Adequate expression of ideas, employing a mix of precise and general language</td>
</tr>
<tr>
<td>- Domain-specific vocabulary generally appropriate for the audience and purpose</td>
</tr>
<tr>
<td>2 The response provides uneven, <strong>cursory support/evidence</strong> for the controlling idea or main idea that includes partial use of sources, facts, and details. The response may include the following:</td>
</tr>
<tr>
<td>- Weakly integrated evidence from sources; erratic or irrelevant references or citations</td>
</tr>
<tr>
<td>- Repetitive or ineffective use of elaborative techniques</td>
</tr>
<tr>
<td>- Imprecise or simplistic expression of ideas</td>
</tr>
<tr>
<td>- Some use of inappropriate domain-specific vocabulary</td>
</tr>
<tr>
<td>1 The response provides <strong>minimal support/evidence</strong> for the controlling idea or main idea, including little if any use of sources, facts, and details. The response may include the following:</td>
</tr>
<tr>
<td>- Minimal, absent, erroneous, or irrelevant evidence from the source material</td>
</tr>
<tr>
<td>- Expression of ideas that is vague, unclear, or confusing</td>
</tr>
<tr>
<td>- Limited and often inappropriate language or domain-specific vocabulary.</td>
</tr>
</tbody>
</table>
**UNIT/ORGANIZING PRINCIPLE:**
Creative Process:
- Higher Order Thinking & Reasoning – Innovation, Intention, Focus, and Practice

**VISUAL ART – 0108370**
Digital Art Imaging 1

**PACING: WEEK 10-18**

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Why is artwork continually revised throughout the creative process to the intended outcome?</td>
</tr>
<tr>
<td>• How does perseverance and practice affect artwork?</td>
</tr>
<tr>
<td>• How is artistic growth measured?</td>
</tr>
<tr>
<td>• How is craftsmanship refined?</td>
</tr>
<tr>
<td>• How does technology inspire new ideas and innovation?</td>
</tr>
<tr>
<td>• How is the digital process for creating art different from art created with traditional art materials?</td>
</tr>
<tr>
<td>• What is the importance of sequential procedures in creating art?</td>
</tr>
<tr>
<td>• How do art processes and/or visualizing the outcome affect meaning and content in completed art work?</td>
</tr>
<tr>
<td>• How are art materials and tools used in a safe manner?</td>
</tr>
<tr>
<td>• What is important for an artist to know about personal images and copyright?</td>
</tr>
<tr>
<td>• How does art work communicate information, ideas, emotions, personal views, and/or a story to the viewer?</td>
</tr>
<tr>
<td>• How is the understanding of the structural elements used to improve and understand content in artwork?</td>
</tr>
<tr>
<td>• How is digital imagery documented?</td>
</tr>
</tbody>
</table>

**Overview of Curriculum**

**BIG IDEAS – S, O: SKILLS, TECHNIQUES, PROCESSES, and ORGANIZATION**
The expectation is that during quarters 1 - 4 students learn process and procedure for digital manipulation of content, drawings, techniques, images, and personal photographs. Students study compositional aspects and subtleties of meaning while creating a visual message where the structural elements of art are organized by the principles of design.

**BIG IDEAS – C, S: COGNITION, HISTORICAL**
The student employs 21st-century skills that include creativity, critical thinking, flexibility, communication, perseverance, and time management to focus on creative concepts. Historical references regarding the advancement of imagery from photography to current digital formats are investigated. Through the critique process, students evaluate and respond to works of digital artists, personal images, and images by peers.

**TOPICS**

**INNOVATE ART: Includes Cognition, Engagement, Persistence, How to Think About Art**

**NGSSS Visual Art STANDARDS**

<table>
<thead>
<tr>
<th>Unpacking - Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</td>
</tr>
<tr>
<td>- Reinforce tools and skills learned in first quarter including changing text into object</td>
</tr>
</tbody>
</table>

**STANDARDS**

| VA.912.S.3.1 |

**ACADEMIC LANGUAGE**

*italics = integration (text pages)*

<table>
<thead>
<tr>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>• BY Halloween – seniors write statement, begin taking digitals to upload, collect letters of recommendation, transcript for inclusion in Florida State Fair Scholarship application</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Halifax Art Festival</td>
</tr>
<tr>
<td>• Volusia County Fair</td>
</tr>
<tr>
<td>• DeLand Fall Festival</td>
</tr>
<tr>
<td>• Scholastic Art Submission - TBD</td>
</tr>
<tr>
<td>Before Thanksgiving - Florida Fair Submission (senior portfolios; grades 10-12)</td>
</tr>
</tbody>
</table>

**Text:**
Focus on Photography
(Hermon Joyner. Kathleen Monaghan)
The Visual Experience (Davis)

**October**

- Photography 230-233
  - Deco Delights - by Barbara Baer Capitman
  - Tropical Deco: The Architecture and Design of Old Miami Beach by Laura Cerwinske
  - Adobe Program – link on icon in tool box.
  - On-line tutorials

**November:**

- Halifax Art Festival
- Volusia County Fair
- DeLand Fall Festival
- Scholastic Art Submission - TBD

Before Thanksgiving - Florida Fair Submission (senior portfolios; grades 10-12)

**Research**

Logo Design
- research and select 10 logos, etc.

**ACADEMIC LANGUAGE**

- Logo Art Deco defined
- Practice using tools to familiarize with characteristics and locations of tools
- Art Deco research
- Digital drawing of building, 2 alternatives
  - Re-create existing structure or create
    - 10-story hotel original design.
      - Complete shapes – not lines
      - Additional work in Illustrator Program and features
      - Start with shape of building and work from large shapes to small.
      - Use Align Palette when first setting up big shapes to help center
      - Black Line Drawing (multiple edits – both student and teacher – printing on class networked black and white printer)
    - Final coloring/perspective
    - Paragraph about the building included on the final Art – Deco poster.
- Sources

**Florida Standards**
- MAFS.K12.MP.7: Look for and make use of structure

**TOPICS**

**DEVELOP ART:** Organizational Structures (Structural Elements of Art & Organizational Principles of Design); Proficiency

<table>
<thead>
<tr>
<th>Illustrator</th>
<th>Use technological tools to create art with varying effects and outcomes.</th>
<th>VA.912.F.1.4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Develop skills in Illustrator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Use technology to create space and depth on a 2D surface</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Printing</th>
<th>Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.</th>
<th>VA.912.F.3.12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Run spell check before submitting any digital work that includes words in program under: Edit – Check Spelling.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Final Edits before submitting work</td>
<td></td>
</tr>
</tbody>
</table>

**Florida Standards**
- LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

<table>
<thead>
<tr>
<th>Illustrator: How To create perspective</th>
<th>Use technology to simulate art-making processes and outcomes.</th>
<th>VA.912.S.1.8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Motif</th>
<th>Influences on Art Movements International vs. Local Motif</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Peer Editing</td>
</tr>
</tbody>
</table>

- https://www.youtube.com/watch?v=amVvYPU4Gw8
### 21st Century Skills
- Contribute to improved and innovative artwork
- List in Art Resources

### Florida Standards
- MAFS.K12.MP.7: Look for and make use of structure

### One-point perspective
1. Vanishing point
   - Horizon line

### Two-point perspective
2. Vanishing points
   - Side of building drawn and put into perspective (one- or two-point)
   - Art Deco Poster (black line, color perspective, paragraph, title, logo)
   - Print or digitally submit final color Art Deco Poster (large and small versions)

### Florida Standards
- MAFS.K12.MP.7: Look for and make use of structure

### Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.
- Know use and care of tools and materials.
- Demonstrate ongoing responsible use of tools and materials.

### Example – Question
Why is safety a concern for artists?

### Florida Standards
- ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.
- MAFS.K12.MP.5: Use appropriate tools strategically

### Review class procedures on safety notes through Q4 from Q1 when necessary

### TOPICS
**Context In Art Past to Present; Art Styles; Artist Integrity Copyright**
<table>
<thead>
<tr>
<th>Copyright</th>
<th>Identify ethical ways to use appropriation in personal works of art.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism</td>
<td>- Emphasize and enforce the use of original imagery as an ethical standard, and also as a necessity for the individual’s creative growth.</td>
</tr>
<tr>
<td>Appropriation</td>
<td>- When utilizing visual art resources in the classroom, demonstrate/explain differences in “inspiration” versus “plagiarism.”</td>
</tr>
<tr>
<td></td>
<td>- Discuss what copying means to the artist creating the original work that is copied and to the “artist” who copies the work of another artist.</td>
</tr>
</tbody>
</table>

**Example – Question**

Does work show an awareness of another artist’s intellectual property or is the work appropriated for personal use?

**Florida Standards**

MAFS.K12.MP.6: Attend to precision.
MAFS.K12.MP.7: Look for and make use of structure.

<table>
<thead>
<tr>
<th>Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- How does art work communicate information/ideas, emotions, personal views, and/or a narrative to the viewer?</td>
</tr>
</tbody>
</table>

**Florida Standards**

LAFS.910.RST.2.4 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 910 texts and topics.

<table>
<thead>
<tr>
<th>Test/Quiz on Adobe Illustrator tools and techniques Diagnostic and Formative quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Art Analysis</td>
</tr>
</tbody>
</table>

**TOPICs**

**ASSESS ART**

**Ability to Discuss & Evaluate Personal Art and Art of Others in Various Contexts**

Identify rationale for aesthetic choices in recording visual media, e.g., two-, three-, and four-dimensional media, motion or multi-media.

**Florida Standards**

LAFS.910.WHST.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**VA.912.F.3.6**

- Plagiarism
- Source Citation
- Appropriation
- Context
- Re-contextualize

Museums – Volusia County listing

http://www.volusia.org/visitors/echotourism/cultural.stml

Volusia County Cultural Alliance-Calendar and Membership

http://www.volusiaculture.org/

**VA.912.O.3.1**

Influences on Art Movements
International vs. Local Motif

**VA.912.C.1.6**

**ACADEMIC LANGUAGE**

*italics = integration (text pages)*
| Semester Notebook Check with parent input. | Describe processes and techniques used to record visual imagery. Proof of Museum Visit or resource for online exhibition Due ________________ | VA.912.S.1.6 |
| | Completed Museum Critique or online exhibition critique Due ________________ | |
| | Florida Standards | |
| | LAFS.910.SL.2.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | |
| | Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. | VA.912.C.3.1 |
| | - Use the critical method of description, analysis, interpretation, and evaluation to carefully investigate images. | |
| | - Discuss the nature of divergent thinking in regards to the understanding of art from different viewpoints. | |
| | - Apply similar investigation and descriptive language to execute self-analysis of original works. | |
| | - Analyze connections between formal elements present in the work and the meaning or purpose of the work. | |
| | Current or Past Exhibition from Museum or Gallery Resource, contemporary artists after 1990 only, sample source http://whitney.org/Exhibitions/Current?gclid=CJKtuonXZsYCFdUXHwodKcoARA | |
| | | Structural Elements of Art Organizational Principles of Design |
| | | Artist statement Divergent thinking Viewpoints |
| | | Self-Analysis Art Criticism Method |
| | | - Inventory |
| | | - Describe |
| | | - Analyze |
| | | - Interpret |
| | | - Judge |
VISUAL ART – 0108370
Digital Art Imaging 1

Florida Standards Required by Florida DOE
for this Course

Course Number: 0108370 Digital Art Imaging 1
w/ highlighted Florida Standards per quarter

**Florida Standards Required by Florida DOE for this Course**

**Course Number:** 0108370 Digital Art Imaging 1

- **Visual Art Curriculum Map**

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**LAFS.910.RST.1.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

**LAFS.910.RST.2.4** 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 9-10 texts and topics.

**LAFS.910.SL.1.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**LAFS.910.SL.1.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**LAFS.910.SL.1.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**LAFS.910.SL.2.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**LAFS.910.WHST.2.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LAFS.910.WHST.3.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**LAFS.910.WHST.3.9** Draw evidence from informational texts to support analysis, reflection, and research.

**Mathematical Practices**

- **MAFS.K12.MP.5:** Use appropriate tools strategically.
- **MAFS.K12.MP.6:** Attend to precision.
- **MAFS.K12.MP.7:** Look for and make use of structure.
<table>
<thead>
<tr>
<th>Level</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 4</td>
<td>90-100% (A = 3.0 - 4.0)</td>
<td>Shows obvious evidence of thinking and decision-making. Addresses complex visual or conceptual ideas. Shows inventiveness and imagination. Shows experimentation and/or risk-taking. Reflects sensitivity and/or subtlety. Shows excellent compositional skills. Shows evidence of style and format.</td>
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<tr>
<td>LEVEL 3</td>
<td>80-89% (B = 2.5 - 2.99)</td>
<td>Shows some evidence of thinking and decision-making. Uses elements and principles effectively. Has some evocative qualities. Shows successful engagement with some aspects of technique. Demonstrates a fairly high degree of success. May show some awkwardness in some areas. Uses techniques and materials successfully. Shows strong compositional skills.</td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>70-79% (C = 2.00-2.49)</td>
<td>Shows an effort to solve some problems. Solutions tend to be simplistic. Exploration of the medium is missing. Creates work which is uneven. Shows weak compositional skills. Shows little evidence of thinking and decision-making. Work, although well done, relies heavily on copyrighted photographic resources.</td>
</tr>
<tr>
<td>LEVEL 1</td>
<td>60-69% (D = 1.0 - 1.99)</td>
<td>Uses techniques which are very poor. Shows a lack of awareness of tools/media. Provides solutions to problems which tend to be trite. Shows poor compositional skills. Work relies heavily on copyrighted photographic resource.</td>
</tr>
</tbody>
</table>

**4 Points**
A score of four is a response in which the student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.

**3 Points**
A score of three is a response in which the student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The student’s response to the task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.

**2 Points**
A score of two indicates that the student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student’s work lacks an essential understanding of the underlying artistic concepts.

**1 Point**
A score of one indicates that the student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student’s response is incomplete and exhibits many flaws. Although the student’s response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.

**0 Point**
A score of zero indicates that the student has provided a completely incorrect or uninterpretable response or no response at all.
Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

Elements of Art:
- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

Principles of Design:
- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Text-based Writing

4 The response provides **thorough and convincing support**, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:
- Smoothly integrated, thorough, and relevant evidence, including precise references to sources
- Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text
- Clear and effective expression of ideas, using precise language
- Academic and domain-specific vocabulary clearly appropriate for the audience and purpose

3 The response provides **adequate support, citing evidence** for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:
- Generally integrated and relevant evidence from sources, though references may be general or imprecise
- Adequate use of some elaborative techniques
- Adequate expression of ideas, employing a mix of precise and general language
- Domain-specific vocabulary generally appropriate for the audience and purpose

2 The response provides uneven, **cursory support/evidence** for the controlling idea or main idea that includes partial use of sources, facts, and details. The response may include the following:
- Weakly integrated evidence from sources; erratic or irrelevant references or citations
- Repetitive or ineffective use of elaborative techniques
- Imprecise or simplistic expression of ideas
- Some use of inappropriate domain-specific vocabulary

1 The response provides **minimal support/evidence** for the controlling idea or main idea, including little if any use of sources, facts, and details. The response may include the following:
- Minimal, absent, erroneous, or irrelevant evidence from the source material
- Expression of ideas that is vague, unclear, or confusing
- Limited and often inappropriate language or domain specific vocabulary.
UNIT/ORGANIZING PRINCIPLE:
INDIVIDUAL EXPRESSION:
• Curiosity, Creativity, & Risk-taking - Managing Ideas, Objectives, and Information

VISUAL ART – 0108370
Digital Art Imaging 1

ESSENTIAL QUESTIONS

• How are exemplary works analyzed to recognize characteristics standard in quality artwork?
• Why are ethical standards required in the visual arts?
• How are creative solutions developed to reflect a unique response in thinking or a different point of view?
• How are art materials and tools used in a safe manner?
• How do artists affect the world in which we live?
• How do artists play an economic role in the community?
• How does art contribute to public awareness for a concern?
• How can other subject areas provide inspiration for creating new artworks?
• How has digital media changed the way traditional media is used to create/innovate new ideas, subjects, and way of work for building a composition.

Overview of Curriculum

BIG IDEAS – S, O: SKILLS, TECHNIQUES, PROCESSES, and ORGANIZATION
The expectation is that during quarters 1 - 4 students learn process and procedure for digital manipulation of content, drawings, techniques, images, and personal photographs. Students study compositional aspects and subtleties of meaning while creating a visual message where the structural elements of art are organized by the principles of design.

BIG IDEAS – C, S: COGNITION, HISTORICAL
The student employs 21st-century skills that include creativity, critical thinking, flexibility, communication, perseverance, and time management to focus on creative concepts. Historical references regarding the advancement of imagery from photography to current digital formats are investigated. Through the critique process, students evaluate and respond to works of digital artists, personal images, and images by peers.

TOPICS

INNOVATE ART: Includes Cognition, Engagement, Persistence, How to Think About Art

Sources:
Art History books
Class/school library
Reputable websites.

NGSSS Visual Art STANDARDS
Unpacking - Learning Targets

STANDARDS (* are repeated)

VA.912.C.2.3

Shortcuts Frequently used
• Ctrl T (transform) Arrow (direction tool often used if something doesn’t work)

ACADEMIC LANGUAGE
italics = integration (text pages)

DUE
January:
• Florida State Fair Accepted Works sent to Tampa
• Scholastics: submit digital entries
• Late January: Volusia Student Create Adjudication; art teacher sends 10 unmatted, unframed works

February:
• Volusia Select (grades 10-12)
• ATC's due for School Board Meeting Room Display
• FAEA digital upload for artwork evaluation
• Florida State Fair All State Art Exposition, Tampa

March/April –
• March is Youth Art Month, Volusia Students Create K-12 Adjudicated Exhibit; School Board Presentations of state art winners
• Due: CrimeStoppers Posters Scholastics Exhibit, Jacksonville

Focus on Photography (Hermon Joyner, Kathleen Monaghan) The Visual Experience (Davis)
Photography 230-233
• Adobe Program – link on icon in tool box.
On-line tutorials

Text:
Focus on Photography
(Hermon Joyner, Kathleen Monaghan)
The Visual Experience (Davis)
Photography 230-233
• Adobe Program – link on icon in tool box.
On-line tutorials

Shortcuts Frequently used
• Ctrl T (transform) Arrow (direction tool often used if something doesn’t work)
Scholastic Art Magazines

• Language:
• Pertinent:
• Art in context - how art was/is influenced by place and time of creation

**Notebook or Journal planning - Landscape**

3 Graphic words for landscape

• Review how to print out words (Type notes; create words on computer).

3 Words on Computer

• (drawing, filter, special features exploration)
• Originality counts

**Notebook or Journal - Artist Research**

• Artist selection –be researched in books and on-line. Mostly historical artists however there are some good resources for contemporary artists available.

• Notebook or Journal – work on timeline in Word
  - birth death, family information
  - world events that would have influenced artist before born (5) during life (10)
  - things he/she influenced after death (5)
  - Training
  - Places (lived, visited, worked),
  - Artwork
  - Art movement
  - definition of movement
  - artists worked with
  - artwork + data
  - essay on new information
  - presented originally, not copied
  - list all sources

- Formative assessment
- Review words on computer
- Review landscape before final printing
- Review requirements for cross-platform work

  **Basis for the rest of the journal and the Power Point presentation**

**Landscape Image**

Final Word printing –

• use View-New Guide - set up guides

**Finished works**

• posted in class
• class discussion about categories
• student voting and awards

**Artist research - Journal, Power Point**

• Review - recreation of piece.
• Each slide –
  - Piece of artwork with all data (title, artist, size, material, date, location- so students can visit when in the area) and facts.
  - At least 3 slides include a pertinent world event.

**Florida Standards**

MAFS.K12.MP.6: Attend to precision.

MAFS.K12.MP.7: Look for and make use of structure

**TOPICS**

**DEVELOP ART**: Organizational Structures (Structural Elements of Art & Organizational Principles of Design); Proficiency

- Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.

  **Example – Question**

  What are 21st Century Skills?
  Why are they important in art?

**ACADEMIC LANGUAGE**

*italics* = integration (text pages)

- Gradient - sky
- Rectangular marquee tool - ground
- Grain, Filter-blur-Gaussian blur – texture
- Rectangular marquee tool, filter-blur-Gaussian blur - sun
- Paint by hand, burn edges - cactus
- Paint in cactus spikes – merge 2 layers; use spatial perspective/depth to orient other cactus on paper plane – smaller, farther away (bluer), higher plane
- Airbrush, reduce opacity –top tool bar, burn edges, burn options – clouds
- Highlights for color in using brush-layer options-color, opacity, overlay – clouds
- Cactus/cloud Shadows - duplicate layers, flip and rotate – vertical, Edit-Transform-Skew, Filter-Blur-Gaussian Blur-turn Opacity down
- Turtle paint shape in multiple colors – Filter Stain Glass
- Turtle head, legs, tail (paint in, burn creases, eyes, back legs).
- Turtle shadow can be painted in, blurred because so close to ground.
- Merge layers
- Can edit/check on computer or students can printed
- Computer text used on grass (find appropriate text).
- Student generated text through pen tool with bananas. Students show final image – check notes.
Turn in for proofing.
Bring in personal photo in favorite activity.
Four articles geared for student interest. Also include
Barcode (complete in Illustrator).
Editing - Photoshop
- Type, editing in Illustrator – Import finished cover photo into Illustrator to finish.
- Submit digitally or print and turn in.

**PowerPoint – Artist**
Transfer info from Word document (timeline)
- Title slide -Include
  - Artist name
  - Image (portrait, self-portrait, photo)
  - Art movement
  - Life span (birth/death, locations)
- Body of presentation
  - Artist life
  - Training
  - Places worked
  - Colleagues
  - Famous works
  - Influences
- Next to last slide
  - Artist recreation – digitally drawn/scanned/manipulated
- Last slide – Sources of initial research, information, images
  - Web addresses
  - Books
  - Scholastic magazines

**Florida Standards**
MAFS.K12.MP.6: Attend to precision.
MAFS.K12.MP.7: Look for and make use of structure

**Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.**
Develop skills
- Power Point or Prezi.com
  - Transfer/add info: images, wording, references,
  - Microsoft Word
  - Use as springboard for transferring info to ppt
  - Adobe Photoshop
  - Image manipulation
  - Illustrator

Brainstorm
Journal – multiple entries

**Florida Standards**
MAFS.K12.MP.6: Attend to precision.
MAFS.K12.MP.7: Look for and make use of structure

**Focus on visual information and processes to complete the artistic concept.**

21-Century Skills (MAP 11-14)

**Example – Question**
Why is delaying closure important to complete the artistic process?
How does delayed gratification contribute positively to the artistic process?

**Florida Standards**
MAFS.K12.MP.6: Attend to precision

**Use tools, media, techniques, and processes in a safe and responsible manner.**
- Know use and care of tools and materials.
- Demonstrate ongoing responsible use of tools and materials.
- Understand and follow printing procedures

**Example – Question**
Why is safety a concern for artists?

**Florida Standards**
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**VA.912.O.2.2**
Convergent Divergent
Cut Copy Paste Resize images Edits Capture websites Present visual information coherently

**VA.912.S.2.2**

**VA.912.S.3.3**

http://dickblick.com/msds/

Review class procedures on safety notes through Q4 from Q1 when necessary
Safety (32-3); procedure, process, guidelines, techniques Responsibility Refer to
<table>
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<tr>
<th>TOPICS</th>
<th>CONNECT W/ ART: Context In Art Past to Present; Art Styles; Artist Integrity Copyright</th>
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<tbody>
<tr>
<td>Digital careers</td>
<td>Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.</td>
</tr>
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<td>Florida Standards</td>
<td>LAFS.910.SL.1.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
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<tr>
<td>Museum Visit</td>
<td>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</td>
</tr>
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<td>Proof of Museum Visit or resource for online exhibition Due</td>
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<td>ASSESS ART: Ability to Discuss &amp; Evaluate Personal Art and Art of Others in Various Contexts</td>
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<td>Cross Platform Work</td>
<td>Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.</td>
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Course Number: 0108370 Digital Art Imaging 1
w/ highlighted Florida Standards per quarter

**VISUAL ART – 0108370**
Digital Art Imaging 1

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**MAFS.K12.MP.6:** Attend to precision.

**MAFS.K12.MP.7:** Look for and make use of structure.
Florida Art Education Association - Annual Student Adjudicated Exhibit
Research Based HOLISTIC RUBRIC Grades 9-12 ASSESSMENT IN 2D Art
Aligned with Volusia County Report Card Grading

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<th>LEVEL 4</th>
<th>RANGE 90 -100% (A = 3.0 - 4.0)</th>
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<td>Shows evidence of style and format</td>
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**4 Points**
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<tr>
<td>Uses elements and principles effectively</td>
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</tr>
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<td></td>
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<tr>
<td>Shows successful engagement with some aspects of technique</td>
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<tr>
<td>Demonstrates a fairly high degree of success</td>
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</tr>
<tr>
<td>May show some awkwardness in some areas</td>
<td></td>
</tr>
<tr>
<td>Uses techniques and materials successfully</td>
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**1 Point**
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“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

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Elements of Art:
• Line
• Shape (organic, geometric, positive, negative)
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• Color (hue, primary, secondary, etc.)
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• Texture

Principles of Design:
• Balance (symmetry)
• Unity (dominance, harmony)
• Variety
• Emphasis
• Pattern
• Proportion (scale)
• Movement
• Rhythm

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Text-based Writing

4 The response provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:
• Smoothly integrated, thorough, and relevant evidence, including precise references to sources
• Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text
• Clear and effective expression of ideas, using precise language
• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose

3 The response provides adequate support, citing evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:
• Generally integrated and relevant evidence from sources, though references may be general or imprecise
• Adequate use of some elaborative techniques
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2 The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources, facts, and details. The response may include the following:
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• Minimal, absent, erroneous, or irrelevant evidence from the source material
• Expression of ideas that is vague, unclear, or confusing
• Limited and often inappropriate language or domain specific vocabulary.
**UNIT/ORGANIZING PRINCIPLE:**

**VISUAL SOLUTION:**
- Prioritizing, Planning, and Managing for Results – Presentation, Reflection, and Evaluation

**VISUAL ART – 0108370**

Digital Art Imaging 1

**ESSENTIAL QUESTIONS**

- How are the structural elements of art analyzed and organized to achieve a creative outcome?
- How are visual differences compared in the art criticism process?
- How are leadership skills demonstrated during a collaborative task?
- How is critical analysis used to interpret exemplary works, understand an artist’s/designer’s intent, or formulate associations with non-art content areas?
- Does the student know and follow safety guidelines?
- What art vocabulary describes sequential procedures and art processes?

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**Overview of Curriculum**

**BIG IDEAS – S, O: SKILLS, TECHNIQUES, PROCESSES, and ORGANIZATION**

The expectation is that during quarters 1 - 4 students learn process and procedure for digital manipulation of content, drawings, techniques, images, and personal photographs. Students study compositional aspects and subtleties of meaning while creating a visual message where the structural elements of art are organized by the principles of design.

**BIG IDEAS – C, S: COGNITION, HISTORICAL**

The student employs 21st-century skills that include creativity, critical thinking, flexibility, communication, perseverance, and time management to focus on creative concepts. Historical references regarding the advancement of imagery from photography to current digital formats are investigated. Through the critique process, students evaluate and respond to works of digital artists, personal images, and images by peers.

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**TOPICS**

**INNOVATE ART: includes Cognition, Engagement, Persistence, How to Think About Art**

**NGSSS Visual Art STANDARDS**

Topics - Unpacking - Learning Targets

- Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
  - Student presentations on artists
    - Use NetSupport, Interactive discussion with Class and teacher, Q&A + assessment

---

**ACADEMIC LANGUAGE**

*italics* = integration (text pages)

Artists Presentations

Bring historical context of times into class discussion. Group assigned periods of art history:

- Students write notes on various artists
- learn about artists who

Art criticism

Structural elements of art
Organizational principles of design
Peer review

*NetSupport* for student computer viewing
collaborated

- artists who were affected by art making during Renaissance (main funding source, leading families, dynasties)
- Industrial Revolution (invention of tube paint, camera),
- Artists who were affected by events of World War I and II.
- List/note artwork accessibility
  - New York (Met, MoMA, Guggenheim), Chicago (Art Institute)
  - Washington (National Gallery).

Review for test –
- Historical order
- Interesting facts
- Notes used on test.

**TOPICS**

**DEVELOP ART:** Organizational Structures (Structural Elements of Art & Organizational Principles of Design); Proficiency

- Use technological tools to create art with varying effects and outcomes.

**Florida Standards**
LAFS.910.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.

**Example – Question**

What are 21st Century Skills?
Why are they important in art?

**Florida Standards**

- MAFS.K12.MP.7: Look for and make use of structure

**ACADEMIC LANGUAGE**

- Italicized = integration (text pages)

- Activate several layers - hold shift or CTRL
  - How to save, i.e., 01, 02...
- Axis of rotation located next to joint want to rotate from
- Rebuild characters - stickmen or fully drawn characters.
- Size of files - relatively small (4”x4”, 3”x5” 100-120 resolution)

**Develop Animation Journal**

- Stickman:
  - Draw fully articulated stickman
  - Students brainstorm 4-6 ideas (write down, no sketching to start)
  - Review possibilities with teacher
  - Map out one (of several) sequences of action that will take place in flipbook
  - One slide will be fully drawn and colored, 9 others will be sketched so that student can get a feel for how to draw character, setting, plot.

Teacher visually check for comprehension at individual student stations.

Once the setting is determined

**Florida Standards**

- MAFS.K12.MP.7: Look for and make use of structure

**Relationship to animation**

**Florida Standards**

- MAFS.K12.MP.7: Look for and make use of structure

**Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.**

**Stickman Photoshop Animation**

- Layers: head/neck, can include shoulders to attach arms, upper right arm, right Forearm, right hand, upper left arm, left forearm, left hand, back (will character bend at waist?), hips?, right thigh, right calf, right foot, left thigh, left calf, left foot.
- Rebuild character if looking from multiple angles (side profile or full front).
- Save as 01, as progress through different slides
- Move character Save As 02 move character, clouds move across

- Art criticism Peer review
- Convergent divergent
and the character is developed so that he/she/it articulates then the slides go much faster.

**Animation**
- Create a new PS file for animation
- Make a separate layer for each frame of action,
- Use the origin Ps file to bring layers into new file
- Design opening credit pages, there should be several.
- Transfer into Photoshop animation time line in layer order, .25-5 second per frame standard

**Student photo assignment**
**Variety**
- People
- Places
  - landscapes, seascapes, waterscapes,
- plants
- animals
- clouds
- interesting things.

**End of Course - Brochure**
Advertisement of student class work

**Guidelines**
- Text and images fit inside
- Print
- Fold
- Crisp
- Cut
- Submit.

### Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
- Printing timeframe: last day to print is a minimum of one week before the end of school. (Adjust date for Seniors), those who wish to create flipbook object from animation (time permitting)

#### Florida Standards
- LAFS.910.SL.2.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### Use technology to simulate art-making processes and techniques.
- Using class tutorials as basis, create 2-4 images, including a Surrealistic piece
- Submit digitally or print.
- Load photos onto computer.

#### Florida Standards
- ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.
- MAFS.K12.MP.5: Use appropriate tools strategically

<table>
<thead>
<tr>
<th>Q4</th>
<th>Multiple movements per scene - person, clouds, sun, birds, dog, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fluid no hobbling</td>
</tr>
<tr>
<td></td>
<td>Measure accurately</td>
</tr>
</tbody>
</table>

**Class tutorials:**
- My VCS, Lynda.com Ps tutorials
- Cropping
- Image Adjustment – Hue and Saturation
- Layers Options
- Overlay, Masking
- Gradient Mask

**Guidelines**
- All images on top half will need to be rotated (not flipped) to face upside down

**Example – Question**
Why is safety a concern for artists?
### TOPICS

**Student discussion**
Sharing of technology functioning

**Representation of originals**
Requirements for release
- People in image
- The law
- Permission
- Copyright ownership
- Publishing
- Compensation

Usage without permission

**End of Year Notebook check**
- Parental input on student progress
- Review changes in technology across time

**End of Course Exam:**
- Culminating work
  - Brochure to advertise

### CONNECT W/ ART: Context In Art Past to Present; Art Styles; Artist Integrity Copyright

Investigate the use of technology and media design to reflect creative trends in visual culture.

- Describe the newest technology that students are using to communicate

**VA.912.H.1.5**

**ACADEMIC LANGUAGE**
*italics = integration (text pages)*

Newest technology
- BYOT
- Personal usage

### TOPICS

**Assess Art:** Ability to Discuss & Evaluate Personal Art and Art of Others in Various Contexts

Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.

- Directions on images: use previous year’s images are guide
- Run spell check.
- Include projects from both semesters.

**Example – Question**

Does work show an awareness of another artist’s intellectual property or is the work appropriated for personal use?

**Florida Standards**
- MAFS.K12.MP.7: Look for and make use of structure

### END OF YEAR EXAM

- Follow directions to set up document
  - all images on top half will need to be rotated (not flipped) to face upside down

**VA.912.H.2.1**

**Release**
- Permission
- Manipulation of image
- Appropriation
- Copyright issues
- Income
- Résumé, traditional written/portfolio
- Digital Family History
- References
- Personal Website

**Q4**
<table>
<thead>
<tr>
<th>Class</th>
<th>How is image usage connected to personal life?</th>
</tr>
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</table>
| Use student work | **Florida Standards**  
  LAFS.910.SL.1.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  
  LAFS.910.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| Rubric |
| Evaluation |
Course Number: 0108370 Digital Art Imaging 1
w/ highlighted Florida Standards per quarter

**Florida Standards Required by Florida DOE for this Course**

**VISUAL ART – 0108370**
Digital Art Imaging 1

- **FLD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.
- **LAFS.910.RST.1.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- **LAFS.910.RST.2.4** 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 910 texts and topics.
- **LAFS.910.SL.1.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- **LAFS.910.SL.1.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
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- **LAFS.910.WHST.2.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **LAFS.910.WHST.3.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **LAFS.910.WHST.3.9** Draw evidence from informational texts to support analysis, reflection, and research.

**Mathematical Practices**

- **MAFS.K12.MP.5** Use appropriate tools strategically.
- **MAFS.K12.MP.6** Attend to precision.
- **MAFS.K12.MP.7** Look for and make use of structure.
## General Visual Arts Rubric

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<tr>
<th>LEVEL 4</th>
<th>RANGE 90 -100% (A = 3.0 - 4.0)</th>
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<tbody>
<tr>
<td>Shows obvious evidence of thinking and decision – making</td>
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<td>Addresses complex visual or conceptual ideas</td>
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<td>Shows inventiveness and imagination</td>
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4 Points
A score of four is a response in which the student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.

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<td>Has some evocative qualities</td>
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<td>Shows successful engagement with some aspects of technique</td>
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