

Ceramics I: Academic

Grade Level	9, 10, 11, 12
Course Number	702
Subject Area	Visual Arts

Course Description

This course introduces clay activities involving basic hand-building techniques, such as coil method, slab method, hollowing out and pinch method. Glazing techniques will be taught as well as techniques of clay preparation, storing of unfinished clay pieces and firing. Electric wheel throwing will be demonstrated. The final project will be of the students' choosing and will involve a written description of the project to be accompanied with a research paper and presentation.

Content Standards

What aspects of the state standards does the course address?

Standard 1. Students will demonstrate knowledge of the methods, materials, and techniques unique to visual arts.

Standard 2. Students will demonstrate knowledge of the elements and principals design.

Standard 3. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials and techniques.

Standard 4. Students will demonstrate knowledge of the processes of creating and exhibiting their own art work: drafts; critique; self -assessment; refinement; and exhibit preparation.

Standard 5. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Standard 6. Students will describe the purposes for which works of dance, music, theater, visual arts, and architecture are created, and, when appropriate, interpret their meanings.

Standard 7. Students will describe the roles of artists, patrons, cultural organizations, and art institutions in societies of the past and present.

Standard 8. Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

Standard 9. Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work

Standard 10. Students will apply their knowledge of the arts to the study of English/language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Essential Questions

What are the techniques and processes that a ceramicist needs in order to become accomplished in the medium?

What are various hand building techniques?

What are the stages of clay from creation to completion?

What historical information/artist has influenced your work?

Enduring Understandings

- Master the elements of Design (Unity, Emphasis, Balance, Rhythm, Illusion of Depth, Illusion of Motion, Texture, Scale, Form, Abstraction, Line, and Color)
- Gain skills and mastery clay as a medium for building

- Become familiar with the world of Ceramic art
- Increase skill in the area of sculpture
- Arrange compositions to have both a focal point and one without an emphasis
- Thoughtfully improve craftsmanship with selection tools and layer management
- Incorporate pattern into their design
- Thoughtfully attach objects to display asymmetric or symmetrical balance
- Exhibit a very high level of craftsmanship with strong construction and smooth surfaces.
- Begin to master the strategic use of balancing factors
- Begin to master the use of color with glaze for specific intentions
- Thoughtfully improve design sensibilities
- Bring two dimensional ideas into a three dimensional object
- Create an illusion of space by carving into the clay or taking away from the clay
- Display a high level of self-criticism
- Keep a journal to record the various steps taken for each project built.
- Display unity in their designs
- Construction is solid without cracking or breaking.
- High level of decoration with the use of various tools and glazes
- Reference to Art history as an inspiration for a way of building or technique used.
- Self-reflection in the journals as a form of art criticism. Answering a series of questions which reflect each project.

Subjects covered

- Hand Building with clay– Coil Pot- Native American Art History, Bas-Relief sculpture – Story Box (slab construction), A hand-shaped bowl or platter (slab construction and altered form exercise) Games made of clay, (small manipulation of clay), Life Sculpture of shoe (hollowing out), Head Bust (coil construction and life study), Clay masks (slab construction)- history of the mask in celebrations around the world, Freeform abstract sculpture (to be accompanied by a research topic which relates or is inspired by), History of Ceramics from Pre-history through Greek and Roman ceramics,

Evidence of Understanding

Students will be able to prepare clay for a successful construction.

Students will be able to build with clay using a variety of hand-building techniques.(pinch, coil, slab, relief, slipping and scoring)

Students will learn a variety of surface applications which can be used to decorate and finish their ceramic art to include glaze, under glaze, bas- relief, scraffito, and acrylic paint.

Students will take with them a history of ceramics which they can apply to their own design.

Students will write about a historical period or artist that has inspired their work.

Students will understand and apply vocabulary that is related and connected to the ceramic arts and the principles and elements of design.

Students will write reflections in a journal on their personal hand building experiences, challenges and growth as an artist.

Students will develop a visual learning and sense of three dimensional spaces through the preliminary design and the execution of three dimensional arts.

Students will develop their own artistic style and persona.

Students will gain confidence and ownership of their art through practice and success.

Students will gain an understanding of clay as a building material and hopefully find the artist in themselves through this process.

Students will demonstrate their understanding of the Ceramic building process by loading and unloading the kiln.

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Pinch Technique			
• Use of hands as the only tool for manipulation of the clay.	• How can I be able to stretch out and manipulate clay ball into the desired shape?	• Students will know how to manipulate a ball of call into a desired shape with only the use of their hands.	• Students will build pots that are equal in wall thickness and smooth on the surface by using the pinch technique.
• Assessment of wall	• How can I be able to assess the wall thickness of their pots from their hands on	• Students are able to	

<p>thickness by use of both hands on the inside and outside of the clay form.</p> <ul style="list-style-type: none"> Manipulate form and decorate surface with use of tools and glazes 	<p>either side of the wall?</p> <ul style="list-style-type: none"> How can I understand the various ways to alter the form that they built? 	<p>assess the wall thickness of their pots with both hands on either side.</p> <ul style="list-style-type: none"> Students will be able to alter the clay form by use of the hands, water and the table surface. 	<ul style="list-style-type: none"> Students will create pots that are unique and artful by the use of tools and glaze for a decorative finish.
<p>Coil Building</p> <ul style="list-style-type: none"> Use of snake like ropes of clay that are even in thickness to build up a form such as a Coil pot, Teapot, or Head sculpture 	<ul style="list-style-type: none"> How can I be able to create snake-like ropes of clay that are even in thickness for the building of clay forms? How can I properly attach clay coils together for a strong structural form? How can I effectively blend coils for a smooth and even surface? 	<ul style="list-style-type: none"> Students will be able to create snake-like ropes of clay that are even in thickness for the building of clay forms. Students will successfully attach coils together resulting in a strong structural form. Students will blend coils together for a smooth and even surface. 	<ul style="list-style-type: none"> Students will produce pottery that is built by stacking and blending coils together. Students will create a coil pot with even walls and coils that have been attached and blended well. Students will finish their coil pots with glaze and with tools for a desired decorative surface.
<p>Slab Construction</p> <ul style="list-style-type: none"> Sheets of clay that are even in thickness and used to create form for functional or sculptural objects. Cut out and manipulate slabs of clay to create Platters or Teapots. Create walls of clay that are even in thickness and attached together to build up a form much like a box 	<ul style="list-style-type: none"> How can I learn how to successfully build sheets of clay that is even in thickness to be used for building with? How can I properly measure slab pieces to successfully construct a box like form? How can I use proper building techniques such as “slipping” and “scoring” to successfully attach clay slabs together? 	<ul style="list-style-type: none"> Students will create slabs that are even in thickness for building with. Students will bring a plan into execution by building the parts for a structure first and later attaching them together. Students will use the proper slipping and scoring techniques for a strong and stable structure. 	<ul style="list-style-type: none"> Students will build a box from slabs that has even wall thickness and seamless corners. Students will build a box that tells a story depicting a series of events on each side. Students will show relief and a sense of scale through carving the walls and adding to the walls on each side of the box.
<p>Life Study Shoe Sculpture</p> <ul style="list-style-type: none"> Begin with a life-study drawing of a shoe in front of them, to scale, in their journals. Mold a solid clay representation of their shoe to be hollowed out from underneath. <p>Head Sculpture</p> <ul style="list-style-type: none"> Create a life-study drawing in their journals using the measurements discussed in class. Build a head bust 	<ul style="list-style-type: none"> How can I be able to create life-like representation of subjects? How can I be able to effectively use the hollowing out technique of clay building, to create a successful life-study sculpture? How can I understand how to properly mix colors to achieve the desired results on their shoe? How can I understand and apply the measurements discussed to each and every human face to the drawing of a person sitting across from them? 	<ul style="list-style-type: none"> Students will be able to build a model size depiction of a shoe that they have studied through drawing. Students will be able to build a show by hollowing out a solid clay form so that it will not explode from air pockets. Students will be able to mix colors using acrylic paint or glaze to create a realistic depiction of the shoe or head they are building. Students will be able to create a human head 	<ul style="list-style-type: none"> Students will create a drawing of a shoe based on observation. Students will build a sculpture of a shoe that is life like and accurately detailed. Students will create a drawing of the person sitting at their table using the measurements discussed in class that can be applied to every person. Students will build a sculpture of a head based on observational drawings and a

<p>with coils, blending both the inside and outside. Build on facial features based on the measurements discussed in class.</p> <ul style="list-style-type: none"> • Use acrylic paint or glaze for desired effect. 	<ul style="list-style-type: none"> • How can I understand and apply the measurements discussed to each and every human face to the head sculpture they are building? 	<p>with the use of coils.</p> <ul style="list-style-type: none"> • Students will be able to create a human head from an understanding of three dimensional form based on a two dimensional image. 	<p>photograph of their subject matter.</p> <ul style="list-style-type: none"> • Students will build a head sculpture from coils that are even in thickness and structurally sound
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Collage and Assemblage: Academic

Grade Level	10, 11, 12
Course Number	705
Subject Area	Visual Arts

Course Description

This class is an exploration of art in one of its most spontaneous forms.

This course does not depend on drawing skills; rather it focuses on the design sensibilities in the artist. Both found objects and traditional art materials will be used. Both the abstract and the figurative will be covered. The student will also start to explore the differences in two-dimensional and three-dimensional art. Eventually students in the class will begin to manipulate the two and three dimensional characteristics to their advantage.

Content Standards

- 1. Methods, Materials, and Techniques.** Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.
- 2. Elements and Principles of Design.** Students will demonstrate knowledge of the elements and principles of design.
- 3. Observation, Abstraction, Invention, and Expression.** Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.
- 4. Drafting, Revising, and Exhibiting.** Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.
- 5. Critical Response.** Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.
- 6. Purposes of the Arts.** Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.
- 7. Roles of Artists in Communities.** Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.
- 8. Concepts of Style, Stylistic Influence, and Stylistic Change.** Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.
- 9. Inventions, Technologies and the Arts.** Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.
- 10. Interdisciplinary Connections.** Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Essential Questions

1. What qualities of design can students create by using collage as a medium?
2. How does collage thrive as a medium in the visual Art World?

Enduring Understandings

Students will

1. Learn how to use the elements and principles of design within the contents of collage techniques and compositions (Unity, Emphasis, Balance, Rhythm, Illusion of Depth, Illusion of Motion, Texture, Scale, Form, Line, and Color).
2. Learn how to incorporate (Juxtaposition, Context, Scale, Emphasis, Symbolism, Style, Universal Icon, Mood/Emotive Qualities, and Title) into a collage for aesthetic value.
3. Gain a working knowledge of contemporary Collage techniques

4. Learn how to use various mediums and techniques specific to collage such as
5. Apply art history to their work by understanding how, and in what context the artist created their work.
6. Apply understanding of self evaluation, and peer critiques to their artwork.

Evidence of Understanding

1. Be able to convey and understand meaning/message in visual format.
2. Develop creative thinking and creative application to their assignments.
3. Explore and learn from visual resources.
4. Identify design elements in the media they see daily.

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Unity	How can I arrange a composition so the viewer sees the whole before its parts?	Use repetition, proximity, and continuation in their composition to make a unified image.	Students create a cohesive composition that unifies all the parts.
Emphasis	How can I make one figure stand out from the rest? How can I make that figure stand out more, or less?	Use contrast, placement, isolation, and leading lines to make a focal point. Vary the use of some or all of these elements to adjust the degree of emphasis	Students use the elements of design to make an object in the composition emphasized over the others parts of the composition.
Balance	What is balance? What are the different types of balance?	Be able to identify the different types of balance, and arrange simple compositions to show the different types of balance	Students show examples of asymmetrical, radial and symmetrical balance in their compositions.
Asymmetric Balance	How can I further increase my understanding of Asymmetric Balance?	Arrange elements in a composition to be balanced by their disproportion and separation; i.e. more of that is less interesting balanced by less of the more interesting.	Students use prior concepts of the elements of art to showcase asymmetrical balance in their compositions.
Illusion of Depth	How can I create an illusion of depth on a flat two dimensional surface, or digital environment?	Use overlapping, size differential, vertical location, and atmospheric perspective in their composition to create an illusion of depth.	
Equivocal Space	How can I create a composition that has equal space or no illusion of depth?	Strategically adjust opacity, values, hues, and sizes to eliminate an illusion of depth.	
Illusion of Motion	How can I create an illusion in a flat non-animated image?	Use multiple image, repeated image, fuzzy outlines, and or optical movement to create an illusion of motion.	
Tactile Texture	What is tactile texture, and what can it be used for?	Identify and create tactile texture through sensuous materials, and then use tactile texture as the theme of your work.	

Visual Texture	What is visual texture, and what can it be used for?	Identify and create visual texture through patterns of contrast, and then use visual texture to unify, emphasize, or balance a composition.	
Meaning/Interpretation: Oral Presentation	How can we determine what an artists meaning or message is? How?	Students express their in interpretation of a famous work of art; citing as evidence the Tools of Interpretation they used to reach their conclusion.	
Meaning/Interpretation: Specific Message	How can I create a message in my collage that other people will understand?	Students will focus on and use the Tools of Interpretation when creating their own collage, and try to convey a clear message.	
Meaning/Interpretation: Historical Figure	Can I make a collage that will have the viewer understanding which historical figure that I am portraying, with out using his or her image or any words?	Analyze and select visual information to convey the meaning, and then arrange those elements into an aesthetically pleasing composition.	
Meaning/Interpretation: Proverbs	Can I make a collage that will have the viewer understanding which popular proverb that I am portraying, with out using any words or images that are literally the words in the proverb?	Select images that can, when combined, illustrate the meaning of the proverb. In addition the student will arrange those elements into an aesthetically pleasing composition.	
Meaning/Interpretation: 3 sides to a story	How can I illustrate three different view points to one issue?	Construct an assemblage that has three distinct picture planes. Each of the picture planes will illustrate the different view points to one issue. Each picture plane will be visually unique and different from the other.	
Meaning/Interpretation: Scale Distortion	How can scale be used in a collage to change perception?	Distort the scale of one of the figures in their collage; the resulting in equity will create a new or different meaning.	
Meaning/Interpretation: Juxtaposition	How can I juxtapose figures into a collage to create a message or meaning?	Juxtapose figures in to an existing picture; resulting in viewer confusion, and will create a new or different meaning.	
Rhythm-Progressive and Alternating	What is rhythm? What kinds of rhythm are there?	Identify and then create visual patterns that are both alternating and progressive.	
Window to the Soul	Can I show, in an assemblage, that there are two distinctly different aspects to my personality?	Examine their personality. Create an assemblage that depicts two contradictory facets; one that people see from the outside, and one they keep hidden.	

Foundations of Art: Academic	
Grade Level	9, 10, 11, 12
Course Number	710
Subject Area	Fine Art
Course Description	
Introduction to the visual language using elements and principles of design as a basis of visual communication; demonstrates methods, materials, and techniques unique to visual art.	
Content Standards	
<p>Standard 1. Students will demonstrate and expression in a variety of media, materials and techniques.</p> <p>Standard 2. Students will demonstrate knowledge of the elements and principals design.</p> <p>Standard 3. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials and techniques.</p> <p>Standard 4. Students will demonstrate knowledge of the processes of creating and exhibiting their own art work: drafts; critique; self assessment; refinement; and exhibit preparation.</p> <p>Standard 5. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.</p> <p>Standard 6. Students will describe the purposes for which works of dance, music, theater, visual arts, and architecture are created, and, when appropriate, interpret their meanings.</p> <p>Standard 7. Students will describe the roles of artists, patrons, cultural organizations, and art institutions in societies of the past and present.</p> <p>Standard 8. Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.</p> <p>Standard 9. Students will describe and analyze how performing and visual artists use and have sued materials, inventions, and technologies in their work</p> <p>Standard 10. Students will apply their knowledge of the arts to the study of English/language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.</p>	
Essential Questions	
How will study the visual language (elements & principles of design) and knowledge of materials and techniques build a foundation for creating expressive and purposeful works of art?	
Enduring Understandings	
Students will learn the process of creating a work of art beginning with intentional design, proceeding to organization of steps, selection and utilization of materials, and completion of the work of art.	

Evidence of Understanding

Students will present completed projects and be able to discuss their understandings verbally; students will be able to discuss their artwork and the work of others in writing

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Line, Harmony & Contrast	What is line? How can line be used to express an idea or emotion?	Kinds of Line, Harmony of Line, Contrast of Line, Linear techniques	Verbal presentation expressing emotional responses to Harmony/Contrast of Line
Shape, Gradation	What is shape? How can gradation of shape be used to express change, movement and time?	Transformation of contrasting shapes into harmony by using gradation	Presentation of an a flip book demonstrating gradation of shape
Size & Direction	What is size or interval? What is the element of direction? How do I combine size & direction with other elements to create abstract designs?	Creation of designs using specified elements and principles; assess designs for designated elements & principles; create collages based on given elements & principles	Visual & verbal “reading” identification of the collages of others
Value, Value Keys	What is value? What are value keys? What is the visual weight of a value key in a design?	Identification of value, value scale and value keys; transposition of key by selection of value; mixing values and painting black & white portraits with tempera paint	Presentation of paintings, identifying value key; discussion of key in relation to mood
Color & Color Schemes	What are the 3 aspects of color hue, value, chroma? What are examples of useful color schemes? How do I use a color scheme to create designs, paintings, or other works of art?	Understanding of the 3 dimensions of color; that color is relative to its surroundings; common color schemes; neutralizing color; maintaining a color scheme in more than one design; use of watercolor & acrylic paint	Verbal & written explanations of color & color schemes; presentation and discussions based on color and color schemes
Texture	What is texture? How do I simulate 3 dimensional texture on a 2 dimensional surface?	Knowledge of texture as an element of design; understanding 2D & 3D textures; knowledge of mixed media techniques~ watercolor & colored pencil	Visual presentation of contrast in texture & written explanation of pencil techniques used to simulate 3D texture

Drawing & Painting: Academic	
Grade Level	10, 11, 12
Course Number	712
Subject Area	Fine Art
Course Description	
Students will build on the concepts learned in Foundations of Art to create expressive pictures. The elements & principles of design culminate in picture composition to convey a thought, idea or emotion. A variety of drawing & painting media are explored.	
Content Standards	
Standard 1. Students will demonstrate and expression in a variety of media, materials and techniques.	
Standard 2. Students will demonstrate knowledge of the elements and principals design.	
Standard 3. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials and techniques.	
Standard 4. Students will demonstrate knowledge of the processes of creating and exhibiting their own art work: drafts; critique; self assessment; refinement; and exhibit preparation.	
Standard 5. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	
Standard 6. Students will describe the purposes for which works of dance, music, theater, visual arts, and architecture are created, and, when appropriate, interpret their meanings.	
Standard 7. Students will describe the roles of artists, patrons, cultural organizations, and art institutions in societies of the past and present.	
Standard 8. Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.	
Standard 9. Students will describe and analyze how performing and visual artists use and have sued materials, inventions, and technologies in their work	
Standard 10. Students will apply their knowledge of the arts to the study of English/language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.	
Essential Questions	
How do artists create expressive drawings & paintings? What are the skills & techniques used to create drawings & paintings	
Enduring Understandings	
Students will be competent in composing expressive drawings & paintings, and will have fluency in a variety of drawing & painting skills & techniques	

Evidence of Understanding

Students will provide visual proof in sketchbooks, drawings & paintings. They will recognize the structure in the work of other artists and be able to communicate their understanding verbally and in writing.

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Picture Composition	What are basic compositional forms used in landscape pictures? How do we find them in Nature?	Compositional Plan “O”, ”S”, steelyard, radiation, pattern; Discovering and drawing from observation~ landscape	Sketchbooks
Keying Color	How can color be organized to enhance picture making?	Color Plans tuned to key color, maintaining value, utilizing complementary colors to darken & desaturate	Visual scales & plans based on a key color while maintaining value steps
Landscape Painting working from compositional & color plans	How can combining compositional forms with color plans be used to create paintings that express an idea or emotion?	Enlarging thumbnails, enhancing pattern, using keyed color to create a painting, skillful selection, painting techniques with gouache	Completed landscape paintings, ability to verbally communicate the intention of the painting, ability to give suggestion to others
Perspective	How can I show depth & dimension in drawings? How can I plan a 2D work of art to show 3D?	1 & 2 point perspective, atmospheric perspective, establishing proportion & scale	Drawings & paintings demonstrating perspective and scale in interiors and in still life paintings
Observational Drawing	How can I draw what I see?	Drawing from Still Life arrangements, using light & shade to define form	Drawings from objects
Drawing from Imagination	How can I communicate my interior vision?	Translating sketches from dreams, memory, inner vision	Charcoal & pastel compositions
Impressionist Color	How did the Impressionists use color to convey light?	Color vibration & relativity, using color to simulate outdoor light, oil painting techniques & methods	Oil paintings, copy of Impressionist painting, translation of techniques to painting from observation
Portraiture	How do I create an expressive portrait?	Understanding structure of the head, facial muscles, proportion, perceiving characteristics	Pastel Portraits capturing expression of the model

Graphic Design: Academic

Grade Level	9, 10, 11, 12
Course Number	713
Subject Area	Visual Arts

Course Description

This course is art at its most fundamental level. Shape, line, and color will be used to master composition. This course is non-figurative art. Typography, Advanced Color Theory and Computer Graphics will be covered. Techniques and media specific to graphics will be utilized. Drawing skill will not be mandatory. Mastering the utilization of shape, line, color and value to form a dynamic composition will be emphasize

Content Standards

Standard 1. Students will demonstrate knowledge of the methods, materials, and techniques unique to visual arts.

Standard 2. Students will demonstrate knowledge of the elements and principals design.

Standard 3. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials and techniques.

Standard 4. Students will demonstrate knowledge of the processes of creating and exhibiting their own art work: drafts; critique; self-assessment; refinement; and exhibit preparation.

Standard 5. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Standard 6. Students will describe the purposes for which works of dance, music, theater, visual arts, and architecture are created, and, when appropriate, interpret their meanings.

Standard 7. Students will describe the roles of artists, patrons, cultural organizations, and art institutions in societies of the past and present.

Standard 8. Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

Standard 9. Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work

Standard 10. Students will apply their knowledge of the arts to the study of English/language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Essential Questions

What fundamentals and principles of design and what “graphic design specific” practical skills will the students strive to gain understanding of in this course?

Enduring Understandings

- Master the elements of Design (Unity, Emphasis, Balance, Rhythm, Illusion of Depth, Illusion of Motion, Texture,

Scale, Form, Abstraction, Line, and Color

- Gain skills and mastery of Adobe Photoshop
- Become familiar with the world of digital art
- Increase skill in the area of abstraction
- Arrange compositions to have both a focal point and one without an emphasis
- Thoughtfully improve craftsmanship with selection tools and layer management
- Incorporate type into their design
- Thoughtfully arrange a picture planes to display asymmetric balance
- Learn how to save their work in a variety of formats and for a variety of purposes
- Learn to save digital files in a variety of formats
- Exhibit a very high level of craftsmanship
- Begin to master the strategic use of balancing factors
- Begin to master the use of color for specific intentions
- Thoughtfully improve design sensibilities
- Align complex multiple digital picture planes into a three dimensional object
- Create an illusion of space using flat two dimensional objects as their figures
- Learn to make animated GIF files
- Display a high level of self-criticism
- Use the computer to scan, and then manipulate the scale of an image
- Arrange a picture plane with scale as the primary concern: to intrigue and hold the viewer's attention
- Display unity in their designs
- Composition is balanced; symmetrically, asymmetrically, radially, or chrystallographically
- Create an illusion of depth on a flat two dimensional surface
- Create clear Various Designs for School Community, with specific goals in mind for each
- Research art history movements and create a product line that incorporates the movements characteristics
- Incorporate their digital images into power point presentations

Evidence of Understanding

The students will:

- Be able to create a digital image with self-generated figures
- Be able to create a digital image using the images of others; both photographic and graphic
- Be able to create an animated image
- Be able to adjust pictures in terms of contrast, value, color balance, and texture
- Be able to seamlessly superimpose figures into an existing composition
- Be able to create unified composition
- Be able to create an image that has an emphasis or focal point
- Be able to create an image that is balanced
- Be able to identify and create the four types of balance (symmetric, asymmetric, radial, and chrystallographic)
- Be able to create an image that has an illusion of depth
- Be able to create an image that has an illusion of motion
- Be able to create an image that has rhythm
- Be able to create an image and use visual texture to either unify, balance, or emphasize
- Be able to create an image that incorporates scale for a variety of purposes
- Be able to create an image that thoughtfully considers and uses form and shape
- Be able to create abstracted logos and icons that are quickly and easily understood
- Be able to create an image that uses line for a variety of purposes
- Be able to use color for a variety of intentions and purposes (creating space, symbolism, etc.)
- Be able to identify the elements of design in their own and others work
- Be able to express their knowledge of the elements of design verbally and in writing
- Gain a mastery of Adobe Photoshop to create digital images
- Be able to create a series of images that carry a uniting theme
- Be able to create an images that that can display a different attitude to the same subject

Course Outline			
Unit	Essential Questions	Skills and Understandings	Assessment
Photoshop Techniques	How can I create a digital image? What techniques will increase my ability to create images?	Master the use; of layers, duplicate layers, text tool, opacity, rulers, and layers styles.	Students will participate in a large number of modeling activities designed to teach Photoshop skills. Students will reproduce the many exemplars presented by the instructor.
Magazine Cover Test	Can I reproduce an image using the knowledge I have gained.	Identify the specific size, styles, colors and arrangements of the figures; from a visual example. Find and or produce the image exactly as it appears with my skills.	Students will reproduce a fictional magazine cover, using the skills they have learned in the Photoshop skills Unit
Unity	How can I arrange a composition so the viewer sees the whole before its parts?	Use repetition, proximity, and continuation in their composition to make a unified image.	Students will produce three designs that are unified due to proximity, repetition, continuation, and breaking the picture plane. One colored and abstract, one figurative, and one black and white geometric.
Emphasis-Subtle Emphasis-Obvious	How can I make one figure stand out from the rest? How can I make that figure stand out more, or less?	Use contrast, placement, isolation, and leading lines to make a focal point. Vary the use of some or all of these elements to adjust the degree of emphasis	Students will create two pairs of designs with varying degrees of emphasis (one subtle and one obvious) on the same figure. The same figures will be used in each pair of designs. One pair will be colored abstract and the other will be figurative.
Balance-Intro	What is balance? What are the different types of balance?	Be able to identify the different types of balance, and arrange simple compositions to show the different types of balance	Students will create six balanced designs. One will show symmetric, one will show radial and one will show crystallographic balance. Three will show asymmetric balance.
Balance-Asymmetric	How can I further increase my understanding of Asymmetric Balance?	Arrange elements in a composition to be balanced by their disproportion and separation; i.e. more of that is less interesting balanced by less of the more interesting.	Students will make a design that is asymmetrically balanced visually as well as in its subject matter (balancing factors will be opposing ends of one subject; background will be the subject they have in common).
Illusion of Depth- Unequivocal Space	How can I create an illusion of depth on a flat two dimensional surface, or digital environment?	Use overlapping, size differential, vertical location, and atmospheric perspective in their composition to create an illusion of depth.	Students will create a design that will clearly show unequivocal space. The design will use letters only as their figures.

Illusion of Depth-Equivocal Space	How can I create a composition that has equal space or no illusion of depth?	Strategically adjust opacity, values, hues, and sizes to eliminate an illusion of depth.	Students will create a design that will clearly show equivocal space. The design will use letters only as their figures.
Visual Texture	What is visual texture, and what can it be used for?	Identify and create visual texture through patterns of contrast, and then use visual texture to unify, emphasize, or balance a composition.	Students will create three designs that use patterns of contrast to create visual texture. In one design the visual texture will serve to unify. In one design the visual texture will serve to emphasize. In one design the visual texture will serve to balance.
Illusion of Motion	How can I create an illusion in a flat non-animated image?	Use multiple image, repeated image, fuzzy outlines, and or optical movement to create an illusion of motion.	Students will create a design that shows an illusion of motion using one or more of the following; multiple image, repeated image, fuzzy outlines, and or optical movement.
Rhythm-Progressive and Alternating	What is rhythm? What kinds of rhythm are there?	Identify and then create visual patterns that are both alternating and progressive.	Students will create a unified balanced design that displays both a progressive and an alternating rhythm.
Color-Emotive	How can color effect my composition? How can I manipulate color to affect the emotive qualities of my composition?	Research the symbolisms and psychologies surrounding colors. Use those findings	Students will research, using the internet, the symbolism and meaning of color. Students will then make multiple images of the same subject and change their colors to display a wide range of emotions.
Individual Research Presentation on Art History	What are the characteristics of a past art movement, and how can I incorporate them into my art?	Research an assigned art movement, prepare a presentation on the movement, and create a line of products that incorporate the movement's essential characteristics in to their designs.	Students will give a presentation on their research, that presentation will include a fictional product line that they produce (via Photoshop) based on their researched artist.
Abstraction-Logo Design	How can I simplify shapes to their simplest terms, yet still convey meaning?	Take a service based industry and design an abstracted logo that quickly and clearly conveys "the action" associated with the business (without using text).	Students will create a logo for a service based industry. Without words it will clearly convey the service that the business provides. It will be is simple and abstracted as possible.
Abstraction-Visual Onomopoeia	Is it possible to make a word look like the object that the word represents?	Change and distort text to take on the characteristics and shapes of the visual representation of the word.	Students will create three designs that are made of words, and resemble the nature of the word.

Abstraction-Company Names	How can I make a text title take on the visual elements of that title's nature of business?	Change and add to, as minimalistically as possible, a text title so that it shows the nature of business while still remain largely a text design.	Students will create three abstracted company names from a provided list. Their design although mostly text will use abstraction to clearly convey the nature of the business.
500 Year-Old Man	Can I change images so that I can make the viewer believe in an alternative truth?	Use their skills to manipulate images to create believable fauxtography, and create a presentation that convinces and amuses the audience.	Students will create minimum of five pictures (photos, paintings, prints, etc.) that have a person superimposed into them. Photoshop skills will be used to "blend" the person into the picture.
Package Design-Cereal Box	Can I make separate designs that carry a uniting theme, and can I combine them to a comprehensive three dimensional design?	Carry a theme through a series of designs. Design separate documents to fit together. Visualize the overall united form.	Students will design and fabricate a comprehensive 3-dimensional package design that is attractive and employs all the elements and principles of design.
Package Design-CD Covers	Can I change style and content to convey a different meaning; despite the common subject matter?	Evaluate images, styles, and figures to weigh their expressive capabilities to the viewer. Arrange multiple compositions to have different meaning as a result of their choices.	Students will design a series of CD covers using the same person. Each one will utilize style to convey a different genre of music in each one.
Analytical Essays	Can I see the elements of design in the art work of others, and then express what I see to others?	Analyze a work of art in terms of the formal elements of design, and then share that analysis in a written document.	Students will analyze, in essay form, famous works of art. Identifying and explain the artist uses of the principles and elements of design.
Animated GIFS	Can I create a digital image that has movement?	Use the GIF file format to make a multi-celled document that displays animated qualities.	Students will create a series of animated files for a variety of purposes.
Various Designs for School Community	Can I use my sense of style and knowledge of design to create documents for others, under their particular specifications?	Use their own aesthetics and knowledge of the elements of design to create unique and valuable designs for others, paying special care to the needs of their client.	Students will create various designs for community organizations and contests that employ their skills and knowledge of the principles and elements of design.

Advanced Graphic Design: Academic

Grade Level	10, 11, 12
Course Number	714
Subject Area	Visual Arts

Course Description

This course serves to elaborate and augment skills and concepts learned in Graphic Design. The Elements and Principals of Design will be reviewed and refined. Students will be Introduced to Digital Photography, as well as the manipulation of their digital photos. Graphic design applications and careers will be explored. There will be exploration of additional digital art programs. The concepts and scope of digital media will be explored.

Content Standards

Standard 1. Students will demonstrate knowledge of the methods, materials, and techniques unique to visual arts.

Standard 2. Students will demonstrate knowledge of the elements and principals design.

Standard 3. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials and techniques.

Standard 4. Students will demonstrate knowledge of the processes of creating and exhibiting their own art work: drafts; critique; self-assessment; refinement; and exhibit preparation.

Standard 5. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Standard 6. Students will describe the purposes for which works of dance, music, theater, visual arts, and architecture are created, and, when appropriate, interpret their meanings.

Standard 7. Students will describe the roles of artists, patrons, cultural organizations, and art institutions in societies of the past and present.

Standard 8. Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

Standard 9. Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work

Standard 10. Students will apply their knowledge of the arts to the study of English/language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Essential Questions

What concepts will students use to arrange a composition? What purpose will design training serve? What practical skills will the students gain? What specific medium will be the focus?

Enduring Understandings

Students will learn how to:

- Explore digital photography.

- Learn digital camera techniques.
- Explore the nuances of image capturing.
- Explore cropping of photographs.
- Manipulate digital photos for a variety of purposes.
- Incorporate their own digital photography into their work.
- Learn about a variety of careers in the Graphic Design field.
- Explore the ever growing world of digital media.
- Learn new digital art programs.
- Create large scale comprehensive packaging designs.
- Use a crossover of media.
- Master the elements of Design (Unity, Emphasis, Balance, Rhythm, Illusion of Depth, Illusion of Motion, Texture, Scale, Form, Abstraction, Line, and Color)
- Become familiar with the world of digital art
- Increase skill in the area of abstraction
- Arrange compositions to have both a focal point and one without an emphasis
- Incorporate type into their design
- Thoughtfully arrange a picture planes to display asymmetric balance
- Further mastery of Adobe Photoshop as the primary medium
- Learn how to create and save their work to their own desktop folder
- Learn to save digital files in a variety of formats
- Exhibit a very high level of craftsmanship
- Further mastery of the strategic use of balancing factors
- Further mastery of the use of color for specific intentions
- Thoughtfully improve skills through self-criticism and portfolio review
- Align complex multiple digital picture planes into a three dimensional object
- Create an illusion of space using flat two dimensional objects as their figures
- Further mastery of animated GIF files
- Display a high level of self-criticism
- Use the computer to scan, and then manipulate the scale of an image
- Arrange a picture plane with scale as the primary concern
- Intrigue and hold the viewers' attention because of scale
- Create an illusion of depth on a flat two dimensional surface
- Create clear Various Designs for School Community, with specific goals in mind for each
- Research art history movements and create a product line that incorporates the movements characteristics
- Incorporate their digital images into power point presentations

Evidence of Understanding

Students will:

- Be familiar with digital photography and its applications.
- Be able to use digital camera techniques for a variety of purposes.
- Be able to differentiate the nuances of image capturing and chose appropriate techniques for a given situation or purpose.
- Be able to crop of photographs with purpose and intent.
- Be able to manipulate digital photos for a variety of purposes.
- Be able to incorporate their own digital photography into their work.
- Be able to covey and evaluate careers in the Graphic Design field, and relate those opportunities to their plans for the future.
- Be able to keep current and up to date in the growing world of digital media.
- Be able to easily adapt to new digital art programs.
- Be able to plan, manage, revise, and produce comprehensive packaging designs.
- Be able to thoughtfully consider and execute the crossover of media.
- Be able to use the elements of Design (Unity, Emphasis, Balance, Rhythm, Illusion of Depth, Illusion of Motion, Texture, Scale, Form, Abstraction, Line, and Color) in each and every one of their design endeavors.

- Be able to express verbally, using proper terminology and vocabulary, understanding of the scope of digital art and its applications and possibilities.
- Be able to use abstraction to create effective logos and graphics.
- Be able to arrange compositions to have both a focal point and one without an emphasis
- Be able to thoughtfully manipulate type into their design for a variety of purposes.
- Be able to arrange a picture planes to display asymmetric balance
- Be able to save digital files in a variety of formats.
- Be able to understand and chose the proper file format for a given situation.
- Be able to thoughtfully and consciously improve their craftsmanship and artistic process.
- Be able to use color for specific intentions and expression.
- Be able to create animated GIF files in a variety of styles and sizes for a variety of purposes.
- Be able to encorporate a high level of self-criticism in their artistic process.
- Be able to scan, and then manipulate the scale of an image.
- Arrange a picture plane with scale as the primary concern
- Be able to create various designs for the school community, with specific goals in mind for each, and have a clear and concise design that coveys the intended message.

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Changing the Words	How can I make the viewer of my art see the world differently?	Students will learn to visualize changes that can be made to established images. Students will use their skills to seamlessly change an image.	Students will skillfully change images to have different text, subtly changing the enquiring viewer's perceptions.
New Animals	How can I combine photos into a new and create statement?	Students will practice and improve their Photoshop skills. Manipulations of layers and blending will be focused on during this unit.	Students will create images that combine different animals into a new animal. Success will be measured in the details, and how seamless the image looks.
Camera Controls	What elements create an exposure in digital photography?	Exploration of digital photography, concentrating on learning the controls that combine to create an exposure. Students will understand the roles of the aperture, shutter speed, and ISO.	Students will take and display photographs that show successful use of the camera controls that display Depth of Field, motion freeze/Blur, and capture the appropriate level of delineation.
New Environments	How can I change and challenge the viewer's perception of the world around him/her?	Students will combine their creativity and Photoshop skills to create images that a blend of creativity and practical skills.	Students will successfully make images that combine many photographs into new images that distort the perspective of that situation's environment.
New Inventions	How can I create something new from something old?	Students will combine their creativity and Photoshop skills to create images that a blend of creativity and practical skills.	Students will successfully make images that combine many photographs, and or parts of photographs, into new images that combine to make a new object. Lighting and factors that make an image "believable" will be of paramount concern.
Cleaver Arrangements	How can I arrange items in my photographs to portray a complete	Students will thoughtfully consider and arrange items	Students produce photos that have skillfully and

	new and engaging statement?	and or people, in their photographs to create a clever visual statement that interests the viewer in whimsical way.	effectively used the arrangement of the items they photograph to create a clever visual statement.
Scale Distortion	What role can scale play with in a composition that will engage the viewer's interest and curiosity?	Students will evaluate and then manipulate the scale of objects with in their photos, to create a composition that has a focus on confusion of the viewer.	Students will create photos that effectively use Scale Confusion to make an image that surprises and engages their viewer to look more carefully at their image.
Compositional Guidelines	What ideas could help me take better arranged photographs?	Students will take a series of photographs that explore the use of compositional guidelines such as Simplicity, Rule of Thirds, Balance, lines, and Framing.	Students will produce many photos that successfully employ compositional guidelines.
PoS Cover	How can I make type a visual interesting and engaging element?	Students will explore the role and characteristics of typography. Students will make decisions about the use and style of text that makes an attractive and effective design.	Students will create a cover for the Program of Studies that makes an attractive design. Their design primarily relies on the strength and attractive ness of type to engage the viewer.
iPhone iCons	What elements make an image attractive and effective in its communication of ideas?	Students will research and look for commonalities in iPhone App iCons. Students will design a series of their own iCons for fictional iPhone Apps.	Students will successfully design a series of iPhone iCons that embody the similarities of existing examples, while creating new ones that employ their own aesthetic sensibilities.
Bring back the 4 th Logo	How can I clearly and effectively communicate an idea that will motivate people to action?	Students will design a t-shirt design that has three goals; to be a clear and simple depiction of the 4 th of July, engages the viewer to donate to the charity, and is a very attractive design with only three colors (red, white, and blue).	Students will use their design sensibilities and skills to create a simple abstracted design, which uses a minimum of text but still conveys a clear message of the client's mission.
Missing piece of the Puzzle	What choices can I make that will change the meaning of a composition?	Students will apply a puzzle like grid over a picture. One of the puzzle shapes will be changed to match the image as something that is missing from that image; in the process creating a whole new message to the original image.	Students will successfully create an image where their changes to the puzzle grid create a whole new and interesting visual statement.
Rest of the Story	How can I effectively surprise my audience?	Students will choose iconic images throughout art history to manipulate. The will convert the image to a black and white graphic, and then creatively change part to reveal a surprising twist to the image.	Students will effectively combine their Photoshop skills and their creativity to create a "surprise ending" to an iconic image.
Creative 3-D Package	What elements can I control to	Students will research	Students will have produced

Design	make an attractive and innovative package design?	current package designs. Students will create a new series of package designs that display the best of design principles and also create a new and innovative 3-D packaging shape.	a series of variations on a theme in creating a 3-D package design. The design will be attractive from every angle, and be a clear conveyance of the product contained within.
Daily Planner Cover	What choices can I make as a designer that will make my design more attractive to a client than my competition?	Students will use their design sensibilities and Photoshop skills to create a binder cover that is attractive, contains a restricted theme (NRHS) and is attractive to the viewer. Many technical constraints will be considered.	Student will produce a well planned and executed design, with in the given parameters of the assignment. The design will be a clear use of text as well as a dynamic visual statement.
5 Animations	How can I create two dimensional images that move?	Students will become familiar with and start to master the techniques of animation.	Students will create animated GIF files. The files will show movement and meet assigned themes.
POV Photos	How can changing my Point of View effect the viewer's perception of the subject that I am photographing?	Students will explore how changing their point of view while arranging a photo can change the viewer's perception of that subject. Many attempts will be made to show different views of the same situation.	Students will produce a series of photos that will show many different varied views of the same subject. The resulting change in meaning or perception that was created by these changes will be discussed with their peers.

Digital Photography: Academic

Grade Level	9, 10, 11, 12
Course Number	715
Subject Area	Visual Arts

Course Description

This course serves to introduce students to photographic concepts with a concentration on the digital realm. The fundamentals of camera controls as well as rudimentary photographic composition will be the focus of study in this course. Students will be familiarized to digital photography, as well as the manipulation of their digital photos. Photographic applications and careers opportunities will be explored. Display of student work will also be of overriding significance. Students will be encouraged to find applications for their newly learned skills with in their academic community.

Content Standards

Standard 1. Students will demonstrate knowledge of the methods, materials, and techniques unique to visual arts.

Standard 2. Students will demonstrate knowledge of the elements and principals design.

Standard 3. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials and techniques.

Standard 4. Students will demonstrate knowledge of the processes of creating and exhibiting their own art work: drafts; critique; self-assessment; refinement; and exhibit preparation.

Standard 5. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Standard 7. Students will describe the roles of artists, patrons, cultural organizations, and art institutions in societies of the past and present.

Standard 8. Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

Standard 9. Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work

Standard 10. Students will apply their knowledge of the arts to the study of English/language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Essential Questions

What technical, mechanical, and compositional skills, as well as historical references, will students gain that will establish a solid working understanding of digital photography?

Enduring Understandings

Students will learn how to:

- Identify the parts/controls of a camera.
- Understand the role of the aperture, and control its use.

- Understand the role of shutter speed and control its use.
- Understand the role of ISO and control its use.
- Manipulate depth of field in their photographs for a variety of purposes.
- Manipulate focus in their photographs for a variety of purposes.
- Cultivate the use of Compositional Guidelines.
- Apply the use of Simplicity in the composition of their photographic compositions.
- Apply the use of the Rule of Thirds in the composition of their photographic compositions.
- Apply the use of Lines in the composition of their photographic compositions.
- Apply the use of Balance in the composition of their photographic compositions.
- Apply the use of Framing in the composition of their photographic compositions.
- Avoid mergers in their photographic compositions.
- Use the Elements of Design in their photographic compositions.
- Be able to apply the concepts of Unity to their photographic compositions.
- Be able to apply the concepts of Emphasis to their photographic compositions.
- Be able to apply the concepts of Balance to their photographic compositions.
- Be able to apply the concepts of Motion to their photographic compositions.
- Be able to apply the concepts of Depth to their photographic compositions.
- Be able to apply the concepts of Rhythm to their photographic compositions.
- Be able to apply the concepts of Line to their photographic compositions.
- Be able to apply the concepts of Form to their photographic compositions.
- Be able to apply the concepts of Color to their photographic compositions.
- Be able to produce photographic compositions in black and white.
- Manipulate the use of value in both black and white and color photographic compositions.
- Become familiar with digital post production techniques.
- Become familiar with photographic printing process.
- Explore a single subject through a series of works, varying the medium or technique
- Demonstrate the ability to conceptualize, organize and complete long-term projects, alone and in a group setting.
- Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment.
- Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time.
- Choose and prepare artwork for exhibition, and be able to discuss their choices.
- Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary.
- Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form.
- Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work. Interpret the meanings of artistic works based on evidence from artists' biographies, autobiographies, or videotaped or written interviews.
- Analyze how the arts and artists are portrayed in contemporary newspapers, magazines, films, and electronic media.
- Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements.
- Identify and describe examples of how technological development in one artistic domain can influence work in other artistic domain.

Evidence of Understanding

- Students will develop proficiency in camera controls and the post production of their photos.
- Students will develop and maintain a portfolio of photographic prints.
- Students will be able to observe and describe visual qualities that best exemplify their photographic images.
- Students will be able to resolve visual art problems within their photographs.
- Students will be able to communicate their ideas visually through their photographs
- Students will be able to interpret the meanings of photographs taken by others.
- Students will be able to identify historical influences on photography.
- Students will be able to investigate the role of the photographer in the community.

Course Outline			
Unit	Essential Questions	Skills and Understandings	Assessment
Depth of Field	What is depth of field? How can I create a Depth of Field in my photographs?	Depth of Field is a difference of focus in a photograph. It is created by changing the point of focus and zoom, and can also be created with F-Stop.	Student will create pairs of photographs that show depth of field, and alternate the focus to opposing objects.
Shutter Speed	What role does shutter speed play in a photograph?	Students will understand that shutter speed can freeze action and/or show motion blur.	Students will have a pair of photos, of the same subject, that will freeze all motion in one and show motion blur as well as freezing action in the other.
Rules of Thirds	What is the "Rule of Thirds"? What can it do for my images?	Placing the center of interest at the intersection of the thirds of a picture plane can make a composition more interesting and dynamic.	Students will edit previous pictures (that do not employ the Rule of Thirds) to show the Rule of Thirds, and then take pictures consciously applying the Rule of Thirds.
Framing	What is Framing? How can it improve my photographs?	Using objects in your photograph to surround or emphasize your center of interest.	Students will thoughtfully use framing in a series of photographs.
Strong Vertical Axis	What is a strong Vertical Axis? What purpose can it serve in a photograph?	A strong vertical axis is a movement that diagonally moves the viewers' eye through the composition. It creates a sense of motion for the viewer, making the image less static.	Students will take a pair of photographs with alternating strong vertical axis.
Portraits	How can I capture the personality of model in photograph? What are some of the elements that I can control to achieve a captivating portrait?	Students will explore point of view, facial expressions, technical aspects, and post-production techniques that affect the emotive qualities of a portrait.	Students will produce multiple images (portraits) of the same model that vary greatly, due to their choices/actions that display a wide range of emotive qualities to their photographs.
Weekly Social Documentary Photos	What is Social Documentary Photography? What Purpose does it serve?	Students will learn how Social Documentary photographs capture the candid day to day (time period and culture specific) life of a people.	Students will document their lives throughout the year, attempting to show their social experiences.
Collage Portrait	How can I use post-production to make a new and creative image?	Students will start to gain an understanding of Adobe Photoshop, and its capabilities to make new photographic images.	Students will create a portrait that is a combination of many photographs of many different people.
Balance	What is Balance? What types of Balance are there?	Students will learn about symmetric, asymmetric, radial, and crystallographic balance, and look for examples of balance within	Students will take many photographs that document their recognition of the different types of balance with in their current

		their surroundings.	environment.
Compare and Contrast	What are the differences that make photos of the same subject look so different?	Students will examine the many different compositional and technical differences in photographs of the same subject.	In an essay and oral presentation, students will demonstrate their ability to analyze the differences and similarities of a pair of photographs of the same subject that look much different. Students will use critical thinking to determine an overall meaning or intent of the images they examine.
Same Subject Seen Differently	How can I take photographs of the same subject that will look differently?	Students will vary their point of view, focus, and value ranges to have different perceptions of the same subject.	Students will take five photographs of the same subject. Varying their point of view, focus, and value ranges they will create five very distinctly different images of the same subject.
Manipulating Value	How can I control value ranges in my photographs?	Students will explore the effects of F-Stop and shutter speed in controlling value range in an exposure.	Students will produce three identical compositions that vary in their value range due to their controls of aperture and length of exposure.
Emphasis: color vs. monochromatic	How can I add emphasis to my composition in post-production?	Students will learn the Photoshop techniques to use to be able to control the contrast of color vs. monochrome to emphasize and object in their photo.	Students will successfully edit three of their images to have one colored object in a monochromatic environment.
Portfolio	How can I display my learning and growth as a photographer?	Students will assemble a portfolio (in PowerPoint) of their most exemplary photos, that show the breath of the subjects covered in class, as well as trying to relate their personal style.	Students will use their self-criticism skills in selecting and editing their photographs in to a portfolio that will be a comprehensive display of growth and learning. This portfolio should be a reflection of their personal style, and include an artist's statement.
Macro	How can looking at subjects close up change the viewer's perception of those subjects?	Students will take three macro (close-up) photographs. The view of this subject should be much different than the traditional point of view, and change the way the viewer perceives that subject.	Students will successfully take and edit three macro photos. Their compositions will be a dynamic and engaging alternative view of their subjects. They will in enhance these differences through a series of post-production multiples. The multiple will be arranged on a contact sheet to enable a quick and convenient compare and contrast for the viewer.
New environment	How can I change and challenge the viewer's perception of the world around him/her?	Students will combine their creativity and Photoshop skills to create images that a blend of creativity and	Students will successfully make images that combine many photographs into new images that distort the

		practical skills.	perspective of that situation's environment.
Winter photos	What challenges will winter (snow in particular) present in taking photographs.	Students will take three photographs that include snow and shadows on snow. Proper exposure will be of paramount concern; so that the snow is perceived as white.	Students will successfully manipulate aperture and shutter speed to control the abundance of light created by the presence of snow. The result will be snow that looks white, along with a full range of values, rather than a harshly contrasting value range. Compositional guidelines will also be of great concern.
Scale Confusion	What role can scale play with in a composition that will engage the viewer's interest and curiosity?	Students will evaluate and then manipulate the scale of objects with in their photos, to create a composition that has a focus on confusion of the viewer.	Students will create photos that effectively use Scale Confusion to make an image that surprises and engages their viewer to look more carefully at their image.

Industrial Design: Academic

Grade Level	10, 11, 12
Course Number	718
Subject Area	Visual Arts

Course Description

Industrial design is combining the arts and the sciences to improve the aesthetics, ergonomics, and usability of a product. The role of an Industrial Designer is to create and execute design solutions for products that we may use in our everyday lives.

Industrial Design will be a focus on the history of Industrial Design in the United States and around the world from the turn of the 20th Century to present day. We will study product design and its materials. In this course we will be working with paper, foam board, wire, clay and found objects to create functional sculptures and prototypes for functional products.

Content Standards

- 1. Methods, Materials, and Techniques.** Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.
- 2. Elements and Principles of Design.** Students will demonstrate knowledge of the elements and principles of design.
- 3. Observation, Abstraction, Invention, and Expression.** Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.
- 4. Drafting, Revising, and Exhibiting.** Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.
- 5. Critical Response.** Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.
- 6. Purposes of the Arts.** Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.
- 7. Roles of Artists in Communities.** Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.
- 8. Concepts of Style, Stylistic Influence, and Stylistic Change.** Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.
- 9. Inventions, Technologies and the Arts.** Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.
- 10. Interdisciplinary Connections.** Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Essential Questions

1. Will students gain a clear understanding of what Industrial designers do?
2. Will students master the use of various building materials for the development of prototypes of their designs?
3. Will students develop a critical eye as a designer towards products that they use in their everyday life?
4. What can students apply from the history of Industrial Design to their own work?

Enduring Understandings

- Master the elements of Design (Unity, Emphasis, Balance, Rhythm, Illusion of Depth, Illusion of Motion, Texture, Scale, Form, Abstraction, Line, and Color)

- Gain skills and mastery of various materials such as foam board, paper, clay and metal to build prototypes / products with.
- Become familiar with the world of Industrial Design
- Increase skill in the area of construction/ Design with the use of a variety of materials
- Thoughtfully improve craftsmanship with selection tools and layer management
- Learn how to save their work in a variety of formats and for a variety of purposes
- Learn to save digital files in a variety of formats
- Exhibit a very high level of craftsmanship
- Begin to master the strategic use of balancing factors
- Begin to master the use of color for specific intentions
- Thoughtfully improve design sensibilities
- Develop ideas in the 2-dimension and create a prototype of those ideas in the 3-dimensional.
- Create an illusion of space in their rendered drawings of each product
- Display a high level of self-criticism
- Use the computer to research ideas for design and for presentation
- Display unity in their designs
- Composition is balanced; symmetrically, asymmetrically, radially, or chrysallographically
- Create an illusion of depth on a flat two dimensional surface
- Create clear Various Designs for School Community, with specific goals in mind for each
- Research Industrial Design and create a timeline of product design with images and facts about each.
- Thoughtfully arrange a presentation board about the product that is or was designed to include images/ drawings and facts.
- Learn how to be a good presenter with practice throughout the year.
- incorporate type into their presentation

Evidence of Understanding

1. Create prototypes that show an understanding and mastery of the Elements and Principles of Design
2. Gain a working knowledge of contemporary Design and how design works in today's world.
3. Be able to convey and understand the design in a 3-dimensional format.
4. Develop creative thinking and creative application to their assignments.
5. Explore and learn from visual resources such as an online Time line for Industrial Design.
6. Identify design elements in the media they see daily.
7. Analyze the work of others, and express learning
8. Make criticism of their own work, as well as the work of others

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Principles of Design	How can students connect the principles of Design to the products in our everyday life?	Use repetition, aesthetic appreciation, balance, visual and tactile texture and ergonomic considerations in their design ideas.	Students will consider the principles of design as they develop design ideas. Students will design work that is ergonomically considerate and user friendly.
History of Industrial Design	How can I make connections from designs in the past to the designs from today? How has design changed and how can we keep changing it for the better?	Able to make references to the history of Industrial Design and think critically about it as a way to become a stronger designer. Able to connect the history to today's products and designs.	Students will research the History of Industrial Design. Students will think critically about design and imagine how that design could be improved.
Innovation/ New Product design	How is this product needed and where is it needed?	Be able to bring an idea from the imagination to the drafting and then to a 3-	Students will produce a prototype of a product that they are designing.

	<p>How can this be built?</p> <p>How can I bring this idea into a prototype?</p>	dimensional prototype.	<p>Students will research the products that already exist and think about new products that could be valuable in our life.</p> <p>Students will present to the class the new design with the prototype They will include references for inspirational design and their process of their design.</p>
Re-design of a product	<p>What products do I use every day that have been created by an Industrial Designer?</p> <p>How can I change the design to make it better, stronger, faster or lighter?</p>	Identify the design elements that are in a product that could be improved. Able to be critical as a designer and think about design that works better.	<p>Students will produce a prototype of a product that that are redesigning.</p> <p>Students will research the product they are redesigning and think critically about its design.</p> <p>Students will present their design and research to the class.</p>
Understanding Materials	<p>How can I create a 3-dimensional prototype of a design idea?</p> <p>What materials would best showcase a design idea?</p> <p>What techniques are needed to work with various materials to achieve sculptural effects and detail to design?</p>	Creation of 3-dimentional prototypes using various materials such as paper, clay, metal, foam board.	<p>Students will create a strong 3-dimentional prototype using various materials.</p> <p>Students will master the concept of scale and will work with a scale to measure out the appropriate size</p>
Development of style	<p>How can I create a signature style that is unique?</p> <p>What makes my design stand out from others?</p>	Recognizing style and finding a unique voice in design. Creating a connection in style with each design idea. Trusting your ideas and taking risks to create ideas that are original.	<p>Students will make a design that is asymmetrically balanced visually as well as in its subject matter.</p> <p>Students will create work that is unique in its style and will begin to create a style all their own.</p>
Tactile Texture	What is tactile texture, and what can it be used for?	Identify and create tactile texture through sensuous materials, and then use tactile texture as the theme of your work.	<p>Students will create a design that considers the aesthetic in design.</p> <p>Students will consider texture as an element for design and what the product is used for and how it would feel while being used.</p>

Visual Texture	What is visual texture, and what can it be used for?	Identify and create visual texture through patterns of contrast, and then use visual texture to unify, emphasize, or balance a composition.	Students will create three designs that use patterns of contrast to create visual texture. In one design the visual texture will serve to unify. In one design the visual texture will serve to emphasize. . In one design the visual texture will serve to balance.
Meaning/Interpretation: Oral Presentation	How can we determine what a designers meaning or message is? How?	Students express their in interpretation of famous designs; citing as evidence the Tools of Interpretation they used to reach their conclusion.	Students will give a presentation on their research, that presentation will include a fictional product line that they produce (via Photoshop) based on their researched artist.

Advanced Art Project and Portfolio Preparation: Academic

Grade Level	11, 12
Course Number	720
Subject Area	Fine Arts

Course Description

Students will select and refine a coherent body of work for presentation purposes. Students will reflect upon their intentions and processes in order to write an artist statement summarizing their artwork.

Content Standards

Standard 1. Students will demonstrate and expression in a variety of media, materials and techniques.

Standard 2. Students will demonstrate knowledge of the elements and principals design.

Standard 3. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials and techniques.

Standard 4. Students will demonstrate knowledge of the processes of creating and exhibiting their own art work: drafts; critique; self assessment; refinement; and exhibit preparation.

Standard 5. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Standard 6. Students will describe the purposes for which works of dance, music, theater, visual arts, and architecture are created, and, when appropriate, interpret their meanings.

Standard 7. Students will describe the roles of artists, patrons, cultural organizations, and art institutions in societies of the past and present.

Standard 8. Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

Standard 9. Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work

Standard 10. Students will apply their knowledge of the arts to the study of English/language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Essential Questions

How do artists reflect upon their work and organize it into a presentation demonstrating their ideas? How do artists write a supporting document to accompany a presentation of their work?

Enduring Understandings

Students will reflect on their work, formulate an understanding of their motivations, and discuss this with others. Students will look for a common theme and strive to unify a body of work into a cohesive whole. Student will use writing of an artist statement as a tool for self reflection and for presentation to others.

Evidence of Understanding

Students will provide visual proof in sketchbooks, drawings & paintings. They will recognize the structure in the work of other artists and be able to communicate their understanding verbally and in writing.

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Artwork Assessment	What artwork do I wish to include in my portfolio? What are some common ideas or visual statements reflected in my work? Where are the gaps? What kinds of projects can I do to fill the gaps?	Identifying unity, creating pieces that support a unified presentation, crafting an artist statement	Presentation of work to date & discussion regarding intention for the final presentation
Artist Statement	How do I use writing to explore and communicate a focus for a body of artwork?	Identifying ideas and crafting a cohesive statement is a gradual process that requires reflection, editing, and cultivating	A cohesive written statement to accompany the artwork presented.
Observational Drawing	How can I incorporate my ideas & intentions in 5 observational drawings that will help unify my portfolio?	Demonstration of observation, abstraction, invention, and expression using a variety of drawing media	Drawings that have been created from observation of the subject without the use of photography
Interpretation	How can I analyze & evaluate my artwork and the work of other artists, using visual arts vocabulary?	Verbal articulation of response to artwork by self & others, using visual arts vocabulary.	Class critiques focusing on analysis & evaluation of artwork & Artist Statement
Revising & Practice	How can I continue to refine and incorporate artwork that supports my intention?	Self-assessment and refining of artwork & artist statement to solidify expression of intention or idea	Presentation of body of art work, aligned with Artist Statement