Grades 9-12 Visual & Performing Arts  
Art II

Art Criticism II

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

11. Respect all human life (CCC 2318).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

15. Understand that the fine arts express the infinite beauty of God in works made by human hands (CCC 2513).

Targeted Standards

OH Grade 9-12 OH: Fine Arts - Visual Arts (2012)

Visual Arts- Intermediate

Perceiving/Knowing (PE)

1PE Examine the context details of visual imagery and explain the social and cultural influences on the images.

2PE Describe sources visual artists use to generate ideas for artworks.

3PE Explore the relationship between community or cultural values and trends in visual art.

4PE Analyze the work of individual artists and explain how they are influenced by cultural factors.

6PE Connect processes and decisions made in the design of everyday objects, environments, and communications.

Producing/Performing (PR)

6PR Incorporate visual literacy as a means to create images that advance individual expression and communication.

Responding/Reflecting (RE)

1RE Apply methods of art criticism when discussing selected works of art.

3RE Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.

4RE Explain the role of innovative technologies in the creation and composition of new media imagery.

5RE Compare and contrast various theories of aesthetics and visual culture.

OH Grades 9-10 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Reading: History/Social Studies

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Catholic Identity

DOC All Grades Catholic Identity

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

This unit expands on the students' prior knowledge of art criticism. Students will expand on their responses and analyses to art works with greater depth and independence. Students will also begin to apply the methods of art criticism to their own work.

Resources

Unit Goals

1. Students will understand the process of art criticism and how to use it to find meaning.
2. Students will use art history to develop a deeper meaning of art in context.
3. Students will understand the relationship between context and content.
4. Students will understand how the elements of art and principles of design have guided the development of artwork throughout art history.

Big Ideas

1. Art Criticism
2. Art History
3. Context
4. Content
5. Elements and Principles

Enduring Understandings

1. Art criticism is an organized way of writing and talking about art in order to find meaning.
2. The historical period in which a work is created affects the context of the work.
3. The content of an artwork is the meaning that the artist has created.
4. The elements of art and principles of design guide artists when they are creating artwork.

Content

1. the four-step method of art criticism
2. sources that visual artists use
3. arts vocabulary associated with art criticism
4. different aesthetic theories
5. visual culture
6. elements of art
7. principles of design
8. different art movements

Skills

1. Apply art criticism to various artworks from art history.
2. Understand the sources and inspiration for different time periods from art history.
3. Use an expanded arts vocabulary when defining and discussing artworks.
4. Research artists from art history and apply art criticism methods to these works.
5. Cite evidence when applying art criticism methods to art work.
6. Write about artworks in a clear and coherent way.
7. Determine the content that is created in different artworks.
8. Apply art criticism methods to their own artworks.

Resources

Essential Questions

1. Why is it important to formally critique artwork?
2. How has the value of artwork changed throughout art history?
3. How are content and context linked when viewing artwork?
4. How do the elements of art and principles of design affect the way we view and understand artwork?

Stage 2: Assessment Evidence

Art Criticism Discussion

Formative: Class Discussion

Students will complete a practice art criticism using the four step model through a teacher lead discussion based on the same piece of artwork. Students should show a more in-depth understanding of the process, elements and principles at this point. They can also put the works into the context of art history on a deeper level.

Self Critique

Formative: Reflective Writing

Students can use the four-step art criticism process in order to begin critiquing their own work, and the work of their peers, in a formal way.

Artist Collaboration

Formative: Cooperative Group Work

In groups, the students can choose either an individual artist or an art movement. They can select artworks to critique and assemble together into an informative website or blog.

Curator Research Project

Summative: Research Project

As a summative assessment for this unit of art criticism, students can take on the role of a curator. Students can pick a theme for an exhibit that they would curate and then, using a website such as Pinterest, Google Art Project, or WikiArt, assemble pieces together that work with that theme. They can also build a hypothetical website for their created exhibit. Using their knowledge of art criticism, students can also write about the choices that went into select pieces for their exhibit, and how the pieces work together.

Stage 3: Learning Plan

Learning Experiences

1. Structured Overview: Guided notes can be used to teach students about more depth in the art criticism process, along with information about art history movements, aesthetics, content, etc.
2. Drill and Practice: Students will build upon the art criticism skills learned in the first unit. Art criticism practices in this unit should be more in-depth and completed in a more independent nature.
3. Compare and Contrast: Students can compare and contrast different styles of artwork and discuss the various sense of aesthetics displayed in the selected works. Students can discuss how different artists apply the same elements of art to create completely different styles of art.
4. Discussion: A discussion can take place in which the class completes the art criticism process together based on the same piece of artwork. Students will compare and contrast their responses to practice their art criticism skills.
5. Computer Assisted Instruction: Students will use online resources to gather information about an artist, art movement, and individual piece of artwork.
6. Cooperative Learning Groups: Students will complete research about an artist or art movement in a group. They will collaborate on a blog or website instructing others about this artist or time period using their knowledge of the art criticism process.
7. Field Trips: Students can take a field trip to a local art museum or gallery where they select a piece of artwork to criticize or participate in group discussions while on tour. This field trip can also be a virtual field trip to a famous museum via an online tour.
8. Writing to Inform: Students can begin to complete in-depth analyses of their own artwork using the art criticism process which allows the students to be more reflective of their own work while also exercising what they know about the process.
9. Studio Project: Students can complete visual arts projects based off artists or art history movements that they have learned about. They can combine the style of another artist with their own style.

Technology Integration

1. iPads for virtual tours of museums
2. Research databases
3. Google Sites, Tumblr, or other blog websites
4. Google Art Project, WikiArt iPad, Pinterest, or other collaborative websites for the purpose of assembling "exhibits"
5. Google Docs or other collaborative documents that can be shared between students
6. SmartBoard to view and draw on top of artworks

Resources

1. *The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to Post-Modern* by Carol Strickland
2. *The Art Teacher's Book of Lists* by Helen D. Hume

Resources

* ArtLens at Cleveland Museum of Art (<http://www.clevelandart.org/gallery-one/artlens>)

Grades 9-12 Visual & Performing Arts  
Art II

Drawing II

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

3. Cultivate the theological virtues of faith, hope, and charity; and practice the cardinal virtues of prudence, justice, fortitude, and temperance (CCC 1834; 1841).

4. Sustain the Christian life through the practice of the gifts of the Holy Spirit (CCC 1831).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

11. Respect all human life (CCC 2318).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

15. Understand that the fine arts express the infinite beauty of God in works made by human hands (CCC 2513).

Targeted Standards

OH Grade 9-12 OH: Fine Arts - Visual Arts (2012)

Visual Arts- Intermediate

Perceiving/Knowing (PE)

1PE Examine the context details of visual imagery and explain the social and cultural influences on the images.

2PE Describe sources visual artists use to generate ideas for artworks.

4PE Analyze the work of individual artists and explain how they are influenced by cultural factors.

5PE Explore the application of technology to the production of visual artworks.

Producing/Performing (PR)

1PR Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.

2PR Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.

4PR Establish and apply appropriate levels of craftsmanship to complete artworks.

Responding/Reflecting (RE)

3RE Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.

OH Grades 9-10 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

Drawing II is a continuation unit for the intermediate art student, still focusing on content such as the elements and principles of design, but now introducing more conceptual thinking and themes in art. Illustration techniques are explored as students learn the importance of creatively evoking a message, possibly through mixed media pieces. Successful composition in two-dimensional art is stressed, and there is much more emphasis on further developing students' representational drawing skills, moving towards realism. Still life is an appropriate genre to introduce at this level.

Resources

Unit Goals

1. Students will distinguish between successful and unsuccessful compositions in 2D art.
2. Students will understand how the application of value can create the illusion of form on a 2D surface.
3. Students will incorporate new media in their drawings.
4. Students will understand the historical context in which an artist created his or her work.
5. Students will learn more content-specific vocabulary to aid them in critical analysis.

Big Ideas

1. Illustration
2. Composition
3. Theme
4. Mixed Media
5. Representational Art/Realism

Enduring Understandings

1. The elements of art and principles of design are basic, necessary components in creating any successful composition.
2. Competent use of line and value is essential to drawing 3D forms realistically.
3. Artists often use elements of art symbolically to express an important theme or message.
4. Assessing our own and the artwork of others through critical thinking is vital to our development as artists.

Content

1. rules of composition
2. common themes in art history
3. figure/ground relationships
4. scale/size relationships
5. ebony, charcoal, and graphite pencil techniques
6. diversity of media (i.e., pastel, scratchboard)
7. the purpose of value in realism
8. grid method
9. intermediate art vocabulary

Skills

1. Create a well-balanced, successful visual composition.
2. Explain how personal experience influences the creation of an artwork.
3. Draw conclusions as to how visual imagery, elements, and symbols convey a message or theme.
4. Realistically render the illusion of form.
5. Produce a still life through careful observation.
6. Safely handle a variety of new tools.
7. Show an increasing mastery of arts-specific vocabulary in analyzing a work.

Essential Questions

1. What are the benefits and limitations of different drawing media?
2. What makes a composition successful?
3. How can we convey a sense of three-dimensionality and space in a 2D format?
4. How does one's personal experience shape his or her artwork?

Stage 2: Assessment Evidence

Pre-Assessment Drawing

Diagnostic: Class Work

At the beginning of a course, a pre-assessment drawing can be assigned as a diagnostic tool to gauge student ability and prior knowledge. Students may be given a particular subject to draw, or this can be left to their own choosing, but this assessment is typically finished in less than a half hour. The final product gives teachers a better indication of a student's current artistic capability and thus drives future instruction. Following lessons should pinpoint areas that students find challenging.

Preparatory Work

Formative: Class Work

Prior to completing visual arts projects, students complete preparatory work in order to find and create multiple solutions for each visual arts problem. Preparatory work can include computer research to find appropriate sources, viewing work from master artists in order to develop ideas and styles, and creating sketches to develop and troubleshoot ideas.

Teacher Observation

Formative: Observation

Since much visual art work is done in class under the supervision of the teacher, it is vital that the teacher circulates around the room, asks the students questions, observes student progress, and is available for assistance.

Studio Project

Summative: Visual Arts Project

Studio projects can serve as the summative assessments for the various drawing techniques. Studio projects can be based upon various themes in order to encourage student creativity. Craftsmanship and originality should be emphasized.

Class Critique

Formative: Cooperative Group Work

A classroom critique is suggested upon completion of a studio project. This activity can be done with the entire class at one time, or students can be divided into smaller groups. This assessment is formative in nature, with the teacher judging student progress through observation of the interaction. Students display completed projects for their peers to see and take turns reflecting on the thought process behind creation, aesthetic characteristics of a work, and methods or techniques used. This assessment allows students to reflect upon their own procedures and learn by example from others. The activity can be done as an oral discussion and/or involve a written response.

Written Response

Summative: Reflective Writing

At the end of a lesson, students should demonstrate their understanding of art aesthetics and processes through written response. Students can be given a text to read about a particular artist, work, or movement and assigned follow-up questions or writing prompts. Students should draw upon recently learned material to argue their points and cite examples from the text to back up their statements.

Stage 3: Learning Plan

Learning Experiences

1. Structured Overview: Students will be introduced to the main points of a new lesson, view slideshows of art which highlight the work of a particular artist or period, or will be shown sample projects to use for reference.
2. Demonstrations: The students will watch demonstrations of various techniques performed by the teacher. YouTube videos of the various demonstrations can also supplement this information. In-class demonstrations serve the students well because they can view the process in person and the teacher can field questions, if necessary.
3. Brainstorming/Sketchbooks: In order to prepare for studio projects using the various media, students can journal and sketch in sketchbooks in order to brainstorm and develop ideas. Possibilities for brainstorming can include researching on computers, working with a small group to develop ideas, finding appropriate source material, and sketching multiple possibilities for each visual art problem.
4. Drill & Practice: Students can participate in several activities that involve repetition of a learned skill. Through this repetition, technical abilities are strengthened. Examples could include having students practice hatching, cross-hatching, and stippling techniques multiple times.
5. Compare & Contrast: Viewing the work of different artists and looking for similarities and differences in style is an effective way for students to develop critical analysis skills. Having students compare multiple works from one art period helps familiarize them with the characteristics of that particular movement.

Technology Integration

1. PowerPoint or other presentation tools for viewing slide shows of art
2. Projector and DVD player for viewing instructional videos
3. HoverCam or Elmo in order to demonstrate the various processes and techniques to the class
4. Artsonia to post student artwork, display artist statements and student ideas, and share the work with the larger school community
5. Pinterest to find and collect ideas

Resources

1. *Themes and Foundations of Art*by Elizabeth Katz, E. Louis Lankford and Janice Plank
2. *Drawing on the Right Side of the Brain* by Betty Edwards
3. *Drawing From Line to Life* by Mike Sibley
4. *200 Projects to Strengthen Your Art Skills: For Aspiring Art Students* by Valerie Colston

Resources

* Artsonia App (<https://www.artsonia.com/apps/>)

Grades 9-12 Visual & Performing Arts  
Art II

Painting II

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

2. Know that the soul has its origins only in God (CCC 34).

3. Know that the one true God, our Creator and Lord, can be known with certainty from His works, by the natural light of human reason (CCC 47).

4. Understand that God invites us to intimate communion with himself (CCC 54).

5. Understand that God revealed himself to us through Christ, His Son (CCC 65).

6. Know that God is the author of Sacred Scripture (CCC 105).

7. Understand that faith is a gift from God (CCC 552).

Targeted Standards

OH Grade 9-12 OH: Fine Arts - Visual Arts (2012)

Enduring Understandings

Students will be able to:

Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.

Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.

Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

Progress Points

The student will:

A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.

B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.

C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.

D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.

E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

F. Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.

G. Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.

H. Demonstrate respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.

Visual Arts- Beginning

Perceiving/Knowing (PE)

1PE Examine and articulate the effects of context on visual imagery.

2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.

3PE Identify the relationship between community or cultural values and trends in visual art.

4PE Identify the factors that influence the work of individual artists.

5PE Describe the role of technology as a visual art medium.

6PE Describe the decisions made in the design of everyday objects.

Visual Arts- Intermediate

Perceiving/Knowing (PE)

1PE Examine the context details of visual imagery and explain the social and cultural influences on the images.

2PE Describe sources visual artists use to generate ideas for artworks.

3PE Explore the relationship between community or cultural values and trends in visual art.

4PE Analyze the work of individual artists and explain how they are influenced by cultural factors.

5PE Explore the application of technology to the production of visual artworks.

6PE Connect processes and decisions made in the design of everyday objects, environments, and communications.

Producing/Performing (PR)

1PR Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.

2PR Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.

3PR Generate a variety of solutions to visual arts problems through preparatory work.

4PR Establish and apply appropriate levels of craftsmanship to complete artworks.

5PR Understand and demonstrate how to access available digital tools and innovative technologies to create and manipulate artwork.

6PR Incorporate visual literacy as a means to create images that advance individual expression and communication.

Responding/Reflecting (RE)

1RE Apply methods of art criticism when discussing selected works of art.

2RE Apply assessment practices to revise and improve their artworks and to document their learning.

3RE Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.

4RE Explain the role of innovative technologies in the creation and composition of new media imagery.

5RE Compare and contrast various theories of aesthetics and visual culture.

6RE Identify the challenges various venues present to the creation of works of art.

7RE Explore and discuss opportunities for lifelong involvement and advocacy in the arts.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Solidarity

Care for God's Creation

Summary

This unit of study is a focus on composition and the application of color using varying paint media, specifically watercolor, tempera, acrylic, and combinations of them. Students will create unique original works focusing on theme, subject matter, depth perception, and the effects of light on color. Creativity and originality are highly stressed. Focus on the principles of art continues with this unit.

Resources

Unit Goals

1. Students will understand different application techniques.
2. Students will emulate the painting styles of specific figures from art history.
3. Students will understand that painting is a mode of creative expression, and forms of painting are numerous.
4. Students will know that painting can serve to manifest the expressive or creative intention of the artist (or practitioner).
5. Students will experience creating the following modes of painting: naturalistic or representational, abstract, narrative/theme based, symbolic, spiritual/religious, emotive, or political in nature (i.e., Artivism).

Big Ideas

1. Color Experimentation
2. Paint Application
3. Composition and Content
4. Art Production
5. Originality

Enduring Understandings

1. Painting styles require specific paint application techniques.
2. Composition is important to give artwork relevance.
3. Distance, depth, or space affect the value of color.
4. Color mixtures can be extensive.
5. Paints can be applied to many different surfaces.

Content

1. the results of mixing varying values of color
2. color tints, the result of adding white or a lighter hue to any color
3. shades, the result of adding black or a darker hue to any color
4. monochromatic paint schemes, black and white with another color
5. different pigments mixed to achieve a desired result (ex: Gouache)
6. permanence of acrylic paints
7. applied transparent (wash), translucent, and opaque use of acrylic paints
8. application of watercolor paints as transparent or opaque
9. gesso, a primer used to prep stretched canvas or cloth surfaces
10. sfumato, an atmospheric tone down involving a soft imperceptible transition between colors
11. landscapes: en plein air painting, panoramic, impressionistic, tachism, etc.
12. destruction of outline and detail with camouflage patterns
13. principles of art applied to a painting via color, color values, line, or texture
14. paint applications using dry brush, wash, dabbing, sponging, or detailing
15. plagiarism in art and painting

Skills

1. Create paintings that require a higher level of skill and craftsmanship.
2. Utilize proper color mixtures to create specific expressive results.
3. Apply paint media using appropriate techniques of application.
4. Apply specific hues of paint to achieve space or distance.
5. Apply paints and utilize specific colors to divide positive and negative space.

Essential Questions

1. In what ways can specific paints be applied to surfaces?
2. How do artists express themselves through painting?
3. What are the effects on color with distance, space, or light sources?
4. How does painting technique affect an artwork?
5. What is meant by plagiarism in art?
6. How do certain colors affect one another?

Stage 2: Assessment Evidence

Sketchbook Assignments

Formative: Visual Arts Project

Sketchbook Assignment for Problem Solving: Sketchbooks contain formative thoughts for projects. The sketchbook should include images as well as written notes or dialogue. Rough drafts contained in sketchbooks will be evaluated by the instructor during the formative phase of studio projects. Suggestions and examples will be given to assist student reflection and development of project idea.

Painting Projects

Summative: Visual Arts Project

Painting Projects for Studio Production: All studio work is evaluated in terms of composition, directives, application techniques, originality, and craftsmanship. Because this unit is an advanced level, student work should reach the highest quality possible.

Group Critique

Summative: Cooperative Group Work

Critique Using Group Discussion/Response: Culminating a unit, students will collaborate with their peers and critique each other's artwork. Focus will be on composition, application practices, color schemes, aesthetics, and theme. Comments can be included on paper or communicated verbally. Pro-active responses will be encouraged.

Self-Evaluation / Critique / Artist Statement

Summative: Reflective Writing

Artist Statement/Self–Evaluation: Students will answer questions provided by the instructor in regard to their formative processes, reflective thoughts and/or changes, and culminating work. Self–critique of work is included.

Stage 3: Learning Plan

Learning Experiences

1. Studio Production: Students complete assigned projects following the directives given by the instructor. Students must use sketchbooks to formulate ideas and document thought processes.
2. Independent Work: For studio production, students work independently to create original works of art.
3. Documentation: Students maintain a sketchbook of thoughts and formative sketches to manifest an expressive, original painting.
4. Visual Presentation: Students present artwork to the class and express their formative and culiminating steps for painting projects. Use of technology such as SmartBoards or laptops is encouraged, as well as the completed work.
5. Cooperative Learning: Students gather in groups to discuss and critique peer work.
6. Listening Activities: Students discuss artistic integrity and present specific notations of completed works.

Technology Integration

1. Use of a SmartBoard and PowerPoint for student presentations
2. Use of the Internet for demonstrations
3. Various apps used for research
4. Word processing software for written art analysis

Resources

1. *An Eye for Art: Focusing on Great Artists and Their Work,* presented by the National Gallery of Art
2. *200 Projects to Strengthen your Art Skill: For Aspiring Art Students* by Valerie Colston
3. *Big Book of Acrylic Painting* byLee Hammond
4. *Landscape Painting: Essential Concepts and Techniques for Plein Air and Studio Practice* by Mitchell Albala

Resources

* Basics for Sketchbook Pro ([www.youtube.com/watch?v=ZDUWspKTvt0](http://www.youtube.com/watch?v=ZDUWspKTvt0))

Grades 9-12 Visual & Performing Arts  
Art II

Ceramics I

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

15. Understand that the fine arts express the infinite beauty of God in works made by human hands (CCC 2513).

Targeted Standards

OH Grade 9-12 OH: Fine Arts - Visual Arts (2012)

Visual Arts- Intermediate

Perceiving/Knowing (PE)

2PE Describe sources visual artists use to generate ideas for artworks.

6PE Connect processes and decisions made in the design of everyday objects, environments, and communications.

Producing/Performing (PR)

1PR Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.

2PR Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.

3PR Generate a variety of solutions to visual arts problems through preparatory work.

4PR Establish and apply appropriate levels of craftsmanship to complete artworks.

6PR Incorporate visual literacy as a means to create images that advance individual expression and communication.

Responding/Reflecting (RE)

1RE Apply methods of art criticism when discussing selected works of art.

2RE Apply assessment practices to revise and improve their artworks and to document their learning.

3RE Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.

OH Grades 9-10 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Reading: History/Social Studies

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Catholic Identity

DOC All Grades Catholic Identity

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

Students will learn about how to properly manipulate clay, design effective pieces, and build ceramic works with proper structure. Students will come to understand clay through the creation of coil building, slab building, and throwing on the potter's wheel. In addition, students will learn about surface decoration through the use of glazing.

Resources

Unit Goals

1. Students will consider both form and function when creating ceramic works.
2. Students will understand how to use three-dimensional design to create strong ceramic forms.
3. Students will understand how to use the ceramic processes of coil building, slab building, and throwing on the wheel to create ceramic forms.
4. Students will understand how to use the elements of art and principles of design to create three-dimensional work.
5. Students will understand how to apply color theory to create effective surface design.

Big Ideas

1. Form and Function
2. Three-Dimensional Design
3. Process
4. Elements of Art and Principles of Design
5. Color Theory

Enduring Understandings

1. Artists must consider the relationship between form and function in the design of everyday objects.
2. Three-dimensional design must capture a strong, interesting form from all angles.
3. Coil building, slab building, and throwing on the wheel are process-based art forms, which must be followed to ensure success.
4. The elements of art and principles of design can guide artists in the creation of successful artwork.
5. Color use can affect the overall impression of a ceramic object.

Content

1. appropriate sources for visual artists
2. three-dimensional form
3. function of ceramic objects for everyday use
4. skill and craftsmanship for ceramic forms
5. coil building process
6. slab building process
7. process for throwing on the potter's wheel
8. glazing and surface design
9. visual literacy
10. art criticism methods
11. self-assessment methods
12. vocabulary associated with ceramic processes

Skills

1. Use appropriate visual sources to inspire and build their own ceramic forms.
2. Make use of appropriate decisions relating to form and function.
3. Create ceramic forms that display the appropriate levels of craftsmanship.
4. Create ceramic forms using the processes of coil building, slab building, and throwing on the potter's wheel.
5. Use brainstorming, sketching and the creation of models to find multiple solutions to visual arts problems.
6. Create ceramic forms that display visual literacy and self-expression.
7. Apply art criticism to various ceramic forms.
8. Critique their own work using self-assessment practices.
9. Use an expanded art vocabulary related to ceramic processes.

Essential Questions

1. In the creation of everyday objects, what must artists consider about the relationship between form and function?
2. What must an artist consider when creating a three-dimensional form?
3. Why is process important to a ceramic artist?
4. How do the elements of art and principles of design serve a ceramic artist?
5. How can color affect the overall impression of a ceramic form?

Stage 2: Assessment Evidence

Teacher Observation

Formative: Observation

Since much visual art work is done in class under the supervision of the teacher, it is vital that the teacher circulates around the room, asks the students questions, observes student progress, and is available for assistance.

Ceramic Discussion

Formative: Cooperative Group Work

Students can view examples of relevant ceramic forms in groups. Together, they can determine the visual sources that artists potentially used, the relationship between form and function for everyday ceramic objects, the application of the elements and principles, and the levels of craftsmanship achieved. This activity also allows the students to use and practice the appropriate vocabulary associated with the print processes. Students can discuss and critique examples from outside artists or perform peer critiques with one another.

Preparatory Work

Formative: Class Work

Prior to creating ceramic forms, students complete preparatory work in order to find and create multiple solutions for each visual arts problem. Preparatory work can include researching to find appropriate sources, viewing work from master artists and other cultures in order to develop ideas and styles, and creating sketches to develop and troubleshoot ideas. Students can create plans for both the construction and the glazing of their ceramic forms.

Ceramic Construction

Summative: Visual Arts Project

Studio projects revolving around ceramic construction can serve as the summative assessments for the various ceramic processes. Studio projects can be based upon various themes in order to encourage student creativity. Craftsmanship, originality, and process should be emphasized.

Ceramic Glazing

Summative: Visual Arts Project

Studio projects revolving around ceramic glazing can serve as the summative assessments for surface design. Assessment of glazing should emphasize craftsmanship, color theory, and the colors' relationship to the ceramic form.

Self-Assessment

Summative: Reflective Writing

When students complete a studio assignment, a self-assessment allows the students to reflect upon what they have done and critique their own work. This assessment allows them to develop a deeper understanding of their process and can occur after the completion of ceramic and glazing processes.

Stage 3: Learning Plan

Learning Experiences

1. Structured Overview: As coil building, slab building, and throwing on the wheel are very process-based for beginning ceramic students, it is important that the students understand the processes very clearly before they begin on their own work. A structured overview of each of the processes will benefit the students.
2. Demonstrations: The students will watch demonstrations of various techniques performed by the teacher. YouTube videos of the various demonstrations can also supplement this information. In-class demonstrations serve the students well because they can view the process in person and the teacher can field questions, if necessary.
3. Guided and Shared: A presentation of ceramic examples and ceramic vocabulary and processes can lead to a shared class discussion. The teacher can pose questions, the students can provide their observations, and students can practice their knowledge of the subject.
4. Cooperative Learning Groups: Small groups of students can receive examples of various ceramic forms in order to examine and determine the visual sources that artists used, relationship between form and function, and the use of the elements of art and principles of design. This activity is also an opportunity for students to make use of their ceramic vocabulary.
5. Brainstorming/Sketchbooks: In order to prepare for studio projects using the various processes, students can journal and sketch in sketchbooks in order to brainstorm and develop ideas. Possibilities for brainstorming can include researching on computers, working with a small group to develop ideas, finding appropriate source material, and sketching multiple possibilities for each visual art problem. Some processes, such as slab building, may benefit from construction of small paper models for this learning experience as well.
6. Learning Logs: Students can track their progress throughout the semester with learning logs or digital portfolios. Possibilities include using Artsonia to create student galleries and writing artist statements to share with the school communities. Students can also use Google Sites, Tumblr, or other blog websites in order to create student portfolios and reflect on their learning.
7. Writing to Inform: As students complete studio projects, they can complete self-assessments in order to reflect on their process and the work that they have completed. Possibilities for this can include writing artist statements, critiquing their own work, and/or using a rubric to assign themselves a grade.
8. Studio Work: Students should exercise their knowledge of the different construction processes, personal creativity, craftsmanship, and glazing capabilities through the work of studio projects. For the construction of the ceramic forms, themes are highly recommended as they allow the students to personally interpret the projects and make them more self-expressive. For example, themes can revolve around the elements and principles (texture, space, movement, space, etc.) or can perhaps be based around the ceramic art of different cultures (Greek, Pre-Columbian, Chinese, etc.). Glazing should be separately assessed from the construction and should focus on color theory, appropriate use of color, and the relationship between the colors and forms.

Technology Integration

1. Prezi or Google Slides in order to create presentations of vocabulary words and examples of ceramic forms
2. HoverCam or Elmo in order to demonstrate the various processes and techniques to the class
3. Google Sites or Tumblr in order to assemble student portfolios and self-assessment critiques
4. Artsonia to post student artwork, display artist statements and student ideas, and share the work with the larger school community
5. Pinterest to find and collect ideas for ceramics
6. iPads in order to use the Let's Create! app, demonstrating shape and surface decoration for thrown pottery
7. YouTube videos in order to supplement demonstration of various processes

Resources

1. *The Ceramics Bible: The Complete Guide to Materials and Techniques* by Louisa Taylor
2. *Glaze: The Ultimate Ceramic Artist's Guide to Glaze and Color* by Brian Taylor and Kate Doody
3. *250 Tips, Techniques, and Trade Secrets for Potters: The Indispensable Compendium of Essential Knowledge and Troubleshooting Tips* by Jacqui Atkin
4. *Ceramic Studio: Wheel Throwing* by Miranda Forest
5. *Ceramic Studio: Hand Building* by Shay Amber

Resources

* Let's Create! Pottery Lite iPad app (<https://itunes.apple.com/us/app/lets-create!-pottery-hd-lite/id397756644?mt=8>)

Grades 9-12 Visual & Performing Arts  
Art II

Digital Art I

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

11. Respect all human life (CCC 2318).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

15. Understand that the fine arts express the infinite beauty of God in works made by human hands (CCC 2513).

Targeted Standards

OH Grade 9-12 OH: Fine Arts - Visual Arts (2012)

Visual Arts- Intermediate

Perceiving/Knowing (PE)

1PE Examine the context details of visual imagery and explain the social and cultural influences on the images.

2PE Describe sources visual artists use to generate ideas for artworks.

3PE Explore the relationship between community or cultural values and trends in visual art.

5PE Explore the application of technology to the production of visual artworks.

6PE Connect processes and decisions made in the design of everyday objects, environments, and communications.

Producing/Performing (PR)

1PR Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.

2PR Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.

3PR Generate a variety of solutions to visual arts problems through preparatory work.

4PR Establish and apply appropriate levels of craftsmanship to complete artworks.

5PR Understand and demonstrate how to access available digital tools and innovative technologies to create and manipulate artwork.

6PR Incorporate visual literacy as a means to create images that advance individual expression and communication.

Responding/Reflecting (RE)

2RE Apply assessment practices to revise and improve their artworks and to document their learning.

3RE Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.

4RE Explain the role of innovative technologies in the creation and composition of new media imagery.

5RE Compare and contrast various theories of aesthetics and visual culture.

6RE Identify the challenges various venues present to the creation of works of art.

7RE Explore and discuss opportunities for lifelong involvement and advocacy in the arts.

OH Grades 9-10 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

Students will explore the technology and medium of digital art, design, and photography. Students will utilize digital tools, software, applications, and hardware to format, save, manipulate, and create digital designs.

Resources

Unit Goals

1. Students will understand how technology is used to manipulate photos.
2. Students will understand available digital tools used to create art.
3. Students will understand discipline-based art vocabulary specific to digital art.
4. Students will understand opportunities for careers within the field of digital art.
5. Students will understand the options to display and document digital work.

Big Ideas

1. Digital vs. Traditional Media
2. Digital Manipulation of Photographs
3. Art and Technology
4. Presentation of Digital Work

Enduring Understandings

1. Digital art is an emerging form of art with rapidly changing skills and processes used to generate media.
2. Digital art can be mixed with traditional forms of art making to create mixed media pieces.
3. Photographic manipulation has changed the way in which society interacts with and examines media.
4. There are numerous applications and tools used to generate digital artwork.

Content

1. content-specific vocabulary related to digital art
2. image and file formats
3. keyboard shortcuts
4. non-destructive photo-editing
5. history of the development of technology
6. web resolution (72)
7. RGB color mode
8. image compression
9. typography
10. serif
11. sans Serif
12. JPEG
13. GIF
14. PNG
15. PSD
16. Blog

Skills

1. Generate digital imagery using computer applications.
2. Identify available tools within computer applications that can be used to create and manipulate digital imagery.
3. Manipulate tools within a computer application to generate imagery.
4. Save and format files for web publication.
5. Operate a digital camera to capture a variety of photographic subject matter.
6. Operate a scanner to import traditionally created textures and/or photographs.
7. Debate the pros and cons of digital art vs. traditional art.
8. Recall careers within the field of digital art.
9. Differentiate the strengths and weaknesses between digital and traditional art.
10. Produce original artwork using available digital tools.
11. Crop photographs for compositional presentation.
12. Organize files within folders to document and save files.
13. Apply digital tools to repair and remove undesired parts of a photograph such as blemishes, tears, scratches, etc.
14. Apply typographic elements to a design using text-based tools.
15. Collect and display digital work in a blog or other web-based source.

Essential Questions

1. How has technology aided the development of new art media?
2. To what extent can we trust the photography in publications based on the capabilities of digital image manipulation?
3. What are the ethical considerations when digitally modifying a photograph?
4. In what areas is digital art stronger/weaker than traditional art?
5. What careers are available in the field of digital art and design?

Stage 2: Assessment Evidence

Thumbnail Sketches/Brainstorm

Formative: Class Work

Students will produce multiple thumbnail sketches to generate ideas and compositions for their possible final visual art project. Students will discuss with the teacher which idea to pursue for the final art project and on refinements that need to be made.

Blog

Summative: Student Portfolio

Students will maintain a class blog in which to document and display their completed works.

Digital vs. Traditional Art

Formative: Debate

Students will create a blog post on which to describe the differences and similarities between traditional art mediums. The class will debate these similarities and differences in a class discussion.

Practice Projects

Formative: Class Work

Students will complete short-term visual projects in which they are able to practice and refine their skills to prepare for larger independent projects. Completed assignments should be posted to student's blog to document their learning.

Digital Recipe

Formative: Writing Assignment

Students will write a step-by-step guide to document the tools and techniques used to complete their digital project. Attention should be put on the settings/attributes of the tools used in the creation of the digital work.

Photography Field Trip

Formative: Lab Assignment

Students will go to a location outside of the classroom to take photographs to edit digitally. The students should focus on varying camera angles, lighting, composition, and subject matter. Students will work together to critique and select their best photographs to develop and edit.

Research Paper

Formative: Research Project

Students will research a career within digital art and an artist working within the field. The research assignment can be turned in via a blog post, Google Doc, or research paper.

Visual Arts Project

Summative: Visual Arts Project

Students will create an original piece of digital art utilizing the skills and techniques introduced throughout the course. The project should explore a field of digital art such as illustration, graphic design, typography, or photography.

Stage 3: Learning Plan

Learning Experiences

1. Demonstrations: Teacher will lead a demonstration to show the proper ways to apply skills and techniques within the media. These demonstrations will occur throughout the project and be utilized to introduce and clarify techniques necessary to successfully complete the visual art project.
2. Structured Overview: Guided notes will be used to aid students, to follow the teacher-lead demonstrations, and to focus in on specific discipline-based vocabulary and skills.
3. Drill and Practice: Students will complete a series of smaller practice exercises to learn how to properly apply digital tools and build skills before moving onto larger based projects. These projects should be able to be completed within 1-2 class periods and used to check the students' understanding of the project concepts. Example: Students will remove blemishes from a teacher-provided image to practice use of the clone stamp tool.
4. Compare and Contrast: Students can compare and contrast examples of digital art vs. traditional art. Students can create a post on their blog, or other web based application, to document their comparisons. The post should describe the similarities and differences between digital and traditional art.
5. Discussion/Debate: Students will share the results of their blog post in which they compare the similarities and differences between digital and traditional art. Students can debate about which form of art is superior in different areas based on the strengths and weaknesses they identified in their research. The discussion can be focused on areas, such as practicality, monetary value, commercialization, ease of use, etc.
6. Tutorial Group: Students will write a recipe (step-by-step guide) to document how they completed their project and applied the digital-based tools. The recipe should include the tools used, the settings of the tool (i.e., brush opacity), and where the tool was applied.
7. Computer-Assisted Instruction: Students will follow an online tutorial (either written or video-based) to complete a project. The step-by-step guide will allow students to work at a speed appropriate to their learning level.
8. Learning Logs/Journals: Students will maintain a blog to post completed and in-progress assignments to document their learning. Students will share links to their blogs to teachers and other students for critique and review.
9. Research Project: Students will write a research-based blog post discussing a digital-based art career (i.e., Graphic Designer, Comic Colorist) and an artist working within the field (i.e., Chip Kidd, Alex Sinclair). Students will include examples of the artist's work within their report.
10. Field Trip: Students will go to a location outside of the classroom to take digital photographs to use for digital editing.
11. Visual Art Project: Students will complete a visual art-based project to create an original piece of digital art work and demonstrate the tools and concepts learned in the course. This digital project should explore a field within digital art and can be rooted in digital photography, graphic design, illustration or all three.

Technology Integration

1. Computers
2. Digital art applications (such as Photoshop and Illustrator)
3. Scanner
4. Digital camera
5. Drawing tablet
6. Tutorial videos
7. Tutorial based websites

Resources

1. Digital Software
2. Photoshop Tutorials
3. Fonts

Resources

* Rasterbator (<http://rasterbator.net>)