

GRADE LEVEL: 10-12

SUBJECT: Photography 2

DATE: 2021-2022

MONTH/GRADING PERIOD: Q1

Revised 3-2-2022

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CREATING					
Standard 1: Generate and conceptualize artistic ideas and work <ul style="list-style-type: none"> • Creative endeavors • Creative problems 	VA: Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.	<ul style="list-style-type: none"> • Apply multiple approaches. • Formulate new creative problems. 	<ul style="list-style-type: none"> • Rough Draft • Project/Rubric 	<ul style="list-style-type: none"> • Formulate • Expressive • Edit • Adjustment layer • Contrast • Filters • Digital • Photoshop • Saturation 	CRITICAL
<ul style="list-style-type: none"> • Range of materials • Methods of traditional artistic practices • Methods of contemporary artistic practices • Works of art and design 	VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	<ul style="list-style-type: none"> • Plan works of art and design. • Choose from a range of materials and methods. 	<ul style="list-style-type: none"> • Rough Draft • Project/Rubric 	<ul style="list-style-type: none"> • Traditional • Contemporary • Method • Medium/Media • Theme • Idea • Concept 	CRITICAL
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY

<p>Standard 2: Organize and develop artistic ideas and work</p> <ul style="list-style-type: none"> • Multiple works of art • Personally meaningful theme, idea, or concept 	<p>VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>	<ul style="list-style-type: none"> • Demonstrate acquisition of skills and knowledge in a chosen art form. 	<ul style="list-style-type: none"> • Project/Rubric • Quiz 	<ul style="list-style-type: none"> • Layout • Layers • Overlap • Composition • Crop • Process Tools • Transform • Transparent • Opacity • Texture • Noise • Pixels • Channels • Layer Mask • Invert • Clone • Content Aware • Blending Mode • Color Palette • Quick Keys • Merge • Curves • Duplicate • Refine Edge • Isolate • Subject • Double Exposure • Overlay 	<p>CRITICAL</p>
<p>CONTENT</p>	<p>STANDARD INDICATORS</p>	<p>SKILLS</p>	<p>ASSESSMENT</p>	<p>VOCAB</p>	<p>PRIORITY</p>

	VA:Cr2.1.IIa Continued			<ul style="list-style-type: none"> • Group • Feather • Flow • Gradient • Hardness • Spot Healing • History Palette • Effects • JPEG • PSD • Navigator • Smart Object • Selective Color 	
<ul style="list-style-type: none"> • Ethical implications of making work • Ethical implications of distributing work 	VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work.	<ul style="list-style-type: none"> • Demonstrate awareness of ethical implications of making and distributing creative work. • Demonstrate awareness of ethical implications of distributing creative work. 	• Small group activity	<ul style="list-style-type: none"> • Ethical • Implications • Distribute • Awareness • Content • Concept 	IMPORTANT
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Standard 3: Refine and complete artistic work	VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in	<ul style="list-style-type: none"> • Engage in constructive critique. • Revise and refine works of art. 	<ul style="list-style-type: none"> • Class discussion • Teacher Observation 	<ul style="list-style-type: none"> • Constructive Critique • Revise • Refine • Artistic vision 	CRITICAL

<ul style="list-style-type: none"> • Critique with peers • Artistic vision 	response to personal artistic vision.			<ul style="list-style-type: none"> • Observation • 3-Dimensional • Leading lines • Fill the frame • Negative space • Positive space • Angle • Light source • Repetition • Foreground • Background • Middle ground • Brightness • Contrast • Proportion • Distortion • Intent • Expression • Exposure • Composition 	
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PRESENTING					
Standard 4: Select, analyze, and interpret artistic work for presentation <ul style="list-style-type: none"> • Personal critique 	VA:Pr4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.	<ul style="list-style-type: none"> • Analyze personal artwork. • Select personal artwork. • Critique personal artwork. 	<ul style="list-style-type: none"> • Presentation • Teacher/Student Discussion • 	<ul style="list-style-type: none"> • Portfolio • Presentation • Intention • Objective • Crop 	IMPORTANT

Portfolio presentation		<ul style="list-style-type: none"> • Present portfolio. 		<ul style="list-style-type: none"> • Position • Orientation 	
Standard 6: Convey meaning through the presentation of artistic work <ul style="list-style-type: none"> • Impact of exhibition • Awareness of social, cultural, and/or political beliefs and understandings 	VA:Pr6.1.Ia Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, and/or political beliefs and understandings.	<ul style="list-style-type: none"> • Analyze the impact of exhibition. • Describe the impact of exhibition. 	<ul style="list-style-type: none"> • Written Description 	<ul style="list-style-type: none"> • Impact • Personal awareness • Documentary • Social Media • Website • Internet 	IMPORTANT
Standard 7: Perceive and analyze artistic work <ul style="list-style-type: none"> • Effectiveness of images • Ideas, feelings, and behaviors Specific audiences	VA:Re.7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	<ul style="list-style-type: none"> • Evaluate effectiveness of images. • Influence ideas, feelings, and behaviors. 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Audience • Effectiveness • Perspective 	ADDITIONAL
RESPONDING					
Standard 9: Apply criteria to evaluate artistic work <ul style="list-style-type: none"> • Criteria to evaluate art 	VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	<ul style="list-style-type: none"> • Establish criteria to evaluate works of art. • Evaluate works of art. 	<ul style="list-style-type: none"> • Small group activity • Discussion 	<ul style="list-style-type: none"> • Criteria • Symmetry • Proportion • Color • Value • Space • Vanishing point • Highlights 	IMPORTANT

				<ul style="list-style-type: none"> • Shadows • Depth • Contour • Subject • Exposure • Pattern 	
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECTING					
<p>Standard 10: Synthesize and relate knowledge and personal experiences to make art</p> <ul style="list-style-type: none"> • Inquiry methods of observation • Inquiry methods of research • Unfamiliar subjects 	<p>VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</p>	<ul style="list-style-type: none"> • Utilize inquiry methods of observation. • Utilize inquiry methods of research. • Utilize inquiry methods of exploration. • Explore unfamiliar subjects through art-making. 	<ul style="list-style-type: none"> • Journal • Teacher/Student Discussion 	<ul style="list-style-type: none"> • Inquiry methods • Observation • Research • Exploration 	ADDITIONAL

STANDARD INDICATORS	LITERACY IN VISUAL ART
<p>VA: Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student’s existing artwork.</p>	<p>9-12.RT.3 Follow precisely a complex multistep procedure when performing technical visual art tasks, attending to special cases or exceptions defined in the text.</p>

<p>VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p>	
<p>VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>	<p>9-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical visual art context relevant to grades 9-12 texts and topics.</p>
<p>VA:Cr2.2.IIIa Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</p>	<p>9-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.</p>	<p>9-12.WT.2 Write informative/explanatory texts, including technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
<p>VA:Cn11.1.IIa Compare uses of art in a variety of social, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p>	<p>9-12.WT.2 Write informative/explanatory texts, including technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</p>

GRADE LEVEL: 10-12

SUBJECT: Photography 2

DATE: 2021-2022

MONTH/GRADING PERIOD: Q2

REVISED 3-2-2022

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Creating					
Standard 1: Generate and conceptualize artistic ideas and work <ul style="list-style-type: none"> • Creative endeavors • Creative problems 	VA: Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.	<ul style="list-style-type: none"> • Apply multiple approaches. • Formulate new creative problems. 	<ul style="list-style-type: none"> • Rough Draft • Project/Rubric 	<ul style="list-style-type: none"> • Double Exposure • Layer Mask • Invert 	CRITICAL
<ul style="list-style-type: none"> • Skills and knowledge in a chosen art form 	VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	<ul style="list-style-type: none"> • Experiment and practice. • Demonstrate acquisition of skills. • Demonstrate acquisition of knowledge. 	<ul style="list-style-type: none"> • Rough Draft • Project/Rubric 	<ul style="list-style-type: none"> • Traditional • Contemporary • Method • Medium/Media • Theme • Idea • Concept 	CRITICAL
Standard 2: Organize and develop artistic ideas and work <ul style="list-style-type: none"> • Multiple works of art • Personally meaningful theme idea, or concept 	VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.	<ul style="list-style-type: none"> • Experiment with multiple works. • Plan multiple works. • Make multiple works. • Explore a personally meaningful theme idea, or concept. 	<ul style="list-style-type: none"> • Project/Rubric • Quiz 	<ul style="list-style-type: none"> • Personally meaningful theme 	CRITICAL
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY

<ul style="list-style-type: none"> Ethical implications of making work Ethical implications of distributing work 	VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work.	<ul style="list-style-type: none"> Demonstrate awareness of ethical implications of making and distributing creative work. Demonstrate awareness of ethical implications of distributing creative work. 	<ul style="list-style-type: none"> Small group activity 	<ul style="list-style-type: none"> Ethical Implications Distribute Awareness Content 	IMPORTANT
Standard 3: Refine and complete artistic work <ul style="list-style-type: none"> Critique with peers Artistic vision 	VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.	<ul style="list-style-type: none"> Engage in constructive critique. Revise and refine works of art. 	<ul style="list-style-type: none"> Class discussion Teacher Observation 		IMPORTANT
Presenting					
Standard 5: Develop and refine artistic techniques and work for presentation <ul style="list-style-type: none"> Presentation of exhibition 	VA:Pr5.1.Ia Analyze and evaluate the reasons and ways an exhibition is presented.	<ul style="list-style-type: none"> Analyze purpose of presentation. Evaluate methods of presentation. 	<ul style="list-style-type: none"> Teacher/Student Discussion Project/Rubric 	<ul style="list-style-type: none"> Analyze Evaluate Exhibition Purpose 	IMPORTANT
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Responding					
Standard 7: Perceive and analyze artistic work <ul style="list-style-type: none"> Personal aesthetic responses 	VA:Re.7.1.IIa Recognize and describe personal aesthetic and empathetic responses to	<ul style="list-style-type: none"> Recognize personal aesthetic responses. Describe personal aesthetic responses. 	<ul style="list-style-type: none"> Small group activity 	<ul style="list-style-type: none"> Hypothesize Perception Influences Emotion Aesthetic 	ADDITIONAL

<ul style="list-style-type: none"> • Empathetic responses • Natural world • Constructed environments 	the natural world and constructed environments.	<ul style="list-style-type: none"> • Recognize personal empathetic responses. • Describe personal empathetic responses. 		<ul style="list-style-type: none"> • Empathetic • Natural world • Constructed environment 	
<ul style="list-style-type: none"> • Effectiveness of images • Ideas, feelings, and behaviors • Specific audiences 	VA:Re.7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	<ul style="list-style-type: none"> • Evaluate effectiveness of images. • Influence ideas, feelings, and behaviors. 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Audience • Effectiveness • Perspective 	ADDITIONAL
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Standard 8: Interpret intent and meaning in artistic work <ul style="list-style-type: none"> • Contextual information • Process of constructing interpretations • Collection of works 	VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	<ul style="list-style-type: none"> • Identify types of contextual information. • Interpret artwork. 	<ul style="list-style-type: none"> • Debate 	<ul style="list-style-type: none"> • Contextual information 	IMPORTANT
Connecting					
Standard 10: Synthesize and relate knowledge and personal	VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore	<ul style="list-style-type: none"> • Utilize inquiry methods of observation. • Utilize inquiry methods of research. 	<ul style="list-style-type: none"> • Journal • Teacher/Student Discussion 	<ul style="list-style-type: none"> • Inquiry methods • Observation • Research • Exploration • 	ADDITIONAL

<p>experiences to make art</p> <ul style="list-style-type: none"> • Inquiry methods of observation • Inquiry methods of research • Unfamiliar subjects 	<p>unfamiliar subjects through art- making.</p>	<ul style="list-style-type: none"> • Utilize inquiry methods of exploration. • Explore unfamiliar subjects through art- making. 			
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p>Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <ul style="list-style-type: none"> • Influence of culture, tradition and history • Personal responses to art 	<p>VA:Cn11.1.IIa Compare uses of art in a variety of social, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p>	<ul style="list-style-type: none"> • Describe how culture, traditions, and history include personal responses. 	<ul style="list-style-type: none"> • Class discussion • Small group activity 	<ul style="list-style-type: none"> • Appraise • Culture • Traditions • Historical Context • Influence • Values • Society 	<p>ADDITIONAL</p>

STANDARD INDICATORS	LITERACY IN VISUAL ART
<p>VA: Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student’s existing artwork.</p>	<p>9-12.RT.3 Follow precisely a complex multistep procedure when performing technical visual art tasks, attending to special cases or exceptions defined in the text.</p>

<p>VA:Cr2.1.IIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>	<p>9-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical visual art context relevant to grades 9-12 texts and topics.</p>
<p>VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work.</p>	<p>9-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>VA:Pr4.1.IIIa Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p>	<p>9-12.WT.2 f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)</p>
<p>VA:Re.7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p>	<p>9-12.WT.2 f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)</p>
<p>VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p>	<p>9-12.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</p>	<p>9-12.WT.2 Write informative/explanatory texts, including technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
<p>VA:Cn11.1.IIa Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>	<p>9-12.WT.2 Write informative/explanatory texts, including technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>

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