Oroville Union High School District
Course Description

Course Title:	Yearbook
Aeries Course #:	607A (OHS) 936A (LPHS)
CBEDS #:	9244
Course Length:	One Year
Type of Credit(s):	VAPA (OHS), Elective (LPHS)
A-G Approved:	Yes
Approval Date:	June 11, 2019 (OHS), July 12, 2016 (LPHS)
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	2.5 GPA, Teacher Recommendation and/or Application/Interview
Includes Hands-on Lab Activities:	No
Grade Level(s):	10-12
Primary Textbook(s):	None
Supplemental Materials:	None
Digital Resources:	yearbookdiscoveries.com (Herff Jones)

Course Overview

The creation of the school annual, a documentary of each year of the high school experience, involves the recording of events, individuals, and ideas in a variety of formats. Inherent to this process is an understanding of the elements and principles of art, photography, graphic design, text, business, and organization. This course may be repeated.

Please attach a copy of all standards that apply to this course.

Board Approval Date: 9/18/19

CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work.
1.1 Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. **Essential Questions:** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? **Process Component:** Imagine, Plan, Make

Prof.VA:Cr1.1	Acc.VA:Cr1.1	Adv.VA:Cr1.1
Use multiple approaches to begin creative endeavors.	Individually or **collaboratively** formulate new creative problems based on student's existing **artwork**.	Visualize and hypothesize to generate plans for ideas and directions for creating **art** and **design** that can affect social change.

CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work.
1.2 Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
Essential Questions: How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
Process Component: Imagine, Plan, Make

Prof.VA:Cr1.2	Acc.VA:Cr1.2	Adv.VA:Cr1.2
Shape an **artistic investigation** of an aspect of present day life using a contemporary practice of **art** or **design**.	Choose from a range of **materials** and methods of traditional and **contemporary artistic practices** to plan works of **art** and **design**.	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**.

CREATING—Anchor Standard 2: Organize and develop artistic ideas and work.
2.1 Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
Essential Questions: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
Process Component: Investigate

Prof.VA:Cr2.1	Acc.VA:Cr2.1	Adv.VA:Cr2.1
Engage in making a work of **art** or **design** without having a preconceived plan.	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen **art** form.	Experiment, plan, and make multiple works of **art** and **design** that explore a personally meaningful theme, idea, or **concept**.

CREATING—Anchor Standard 2: Organize and develop artistic ideas and work.
2.2 Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
Essential Questions: How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?
Process Component: Investigate

Prof.VA:Cr2.2	Acc.VA:Cr2.2	Adv.VA:Cr2.2
Explain how traditional and nontraditional **materials** may impact human health and the environment and demonstrate safe handling of **materials**, tools, and equipment.	Demonstrate awareness of ethical implications of making and distributing creative work.	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.

CREATING—Anchor Standard 2: Organize and develop artistic ideas and work.
2.3 Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
Essential Questions: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that communicate effectively?
Process Component: Investigate

Prof.VA:Cr2.3	Acc.VA:Cr2.3	Adv.VA:Cr2.3
Collaboratively develop a proposal for an installation, **artwork**, or space **design** that transforms the perception and experience of a particular place.	Redesign an object, system, place, or **design** in response to contemporary issues.	Demonstrate in works of **art** or **design** how visual and **material culture** defines, shapes, enhances, inhibits, and/or empowers people's lives.

CREATING—Anchor Standard 3: Refine and complete artistic work.
Enduring Understanding: Artists and designers develop excellence through practice and constructive critique to reflect on, revise, and refine work over time.
Essential Questions: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
Process Component: Reflect, Refine, Revise

Prof.VA:Cr3	Acc.VA:Cr3	Adv.VA:Cr3
Apply **relevant criteria** from traditional and contemporary **cultural contexts** to examine, reflect on, and plan revisions for works of **art** and **design** in progress.	Engage in constructive **critique** with peers, then reflect on, reengage, revise, and refine works of **art** and **design** in response to personal artistic vision.	Reflect on, re-engage, revise, and refine works of **art** or **design** considering relevant traditional and **contemporary criteria** as well as personal artistic vision.

PRESENTING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
Essential Questions: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
Process Component: Select, Analyze

Prof.VA:Pr4	Acc.VA:Pr4	Adv.VA:Pr4
Analyze, select, and **curate** artifacts and/or **artworks** for presentation and **preservation**.	Analyze, select, and **critique** personal **artwork** for a collection or **portfolio** presentation.	**Critique**, justify, and present choices in the process of analyzing, selecting, **curating**, and presenting **artwork** for a specific exhibit or event.

PRESENTING—Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. **Essential Questions:** What methods, processes and criteria are considered when preparing artwork for presentation, preservation, portfolio, or collection? How does assessing choices for presentation affect its meaning to the viewer? **Process Component:** Prepare

Prof.VA:Pr5	Acc.VA:Pr5	Adv.VA:Pr5
Analyze and evaluate the reasons and ways an exhibition is presented.	Evaluate, select, and apply methods or processes appropriate to display **artwork** in a specific place.	Investigate, compare, and contrast methods and processes for **preserving**, presenting, and protecting a variety of **art** works.

PRESENTING—Anchor Standard 6: Convey meaning through the presentation of artistic work.
Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
Essential Questions: What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks that are collected, preserved, or presented, cultivate appreciation and understanding?
Process Component: Present

Prof.VA:Pr6	Acc.VA:Pr6	Adv.VA:Pr6
Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	Make, explain, and justify connections between artists or **artwork** and social, cultural, and political history.	**Curate** a collection of objects, artifacts, or **artwork** to impact the viewer's understanding of social, cultural, and/or political experiences.

RESPONDING—Anchor Standard 7: Perceive and analyze artistic work
7.1 Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. **Essential Questions:** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
Process Component: Perceive

Prof.VA:Re7.1	Acc.VA:Re7.1	Adv.VA:Re7.1
Hypothesize ways in which **art** influences perception and understanding of human experiences.	Recognize and describe personal aesthetic and empathetic responses to the natural world and **constructed environments**.	Analyze how responses to **art** develop over time based on knowledge of and experience with **art** and life.

RESPONDING—Anchor Standard 7: Perceive and analyze artistic work.
7.2 Enduring Understanding: Visual imagery influences understanding of and responses to the world. **Essential Questions:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
Process Component: Perceive, Analyze

Prof.VA:Re7.2	Acc.VA:Re7.2	Adv.VA:Re7.2
Analyze how one's understanding of the world is affected by experiencing **visual imagery**.	Evaluate the effectiveness of an **image** or images to influence ideas, feelings, and behaviors of specific audiences.	Determine the commonalities within a group of artists or visual **images** attributed to a particular type of **art**, timeframe, or culture.

RESPONDING—Anchor Standard 8: Interpret intent and meaning in artistic work.
Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. **Essential Questions:** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual arts vocabularies help us understand and interpret works of art? **Process Component:** Interpret

Prof.VA:Re8	Acc.VA:Re8	Adv.VA:Re8
Interpret an **artwork** or collection of works, supported by relevant and sufficient evidence found in the work and its various **contexts**.	Identify types of contextual information useful in the process of constructing interpretations of an **artwork** or collection of works.	Analyze differing interpretations of an **artwork** or collection of works in order to select and defend a plausible critical analysis.

RESPONDING—Anchor Standard 9: Apply criteria to evaluate artistic work.
Enduring Understanding: People evaluate art based on various criteria.
Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
Process Component: Evaluate

Prof.VA:Re9	Acc.VA:Re9	Adv.VA:Re9
Establish **relevant criteria** in order to evaluate a work of **art** or collection of works.	Determine the relevance of **criteria** used by others to evaluate a work of **art** or collection of works.	Construct evaluations of a work of **art** or collection of works based on differing sets of **criteria**.

CONNECTING—Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. **Enduring Understanding:** Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Essential Questions: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
Process Component: Synthesize

Prof.VA:Cn10	Acc.VA:Cn10	Adv.VA:Cn10
Document the process of developing early stage ideas to fully elaborated ideas.	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.	Synthesize knowledge of social, cultural, historical, and personal life with **art-making approaches** to create meaningful works of **art** or **design**.

CONNECTING—Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
Process Component: Relate

Prof.VA:Cn11	Acc.VA:Cn11	Adv.VA:Cn11
Describe how knowledge of culture, traditions, and history may influence personal responses to **art**.	Compare uses of **art** in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary, local and global contexts.	Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.