

Visual Arts Mission:

Providing an exceptional K-12 visual arts education by empowering students to be innovative thinkers and creative problem solvers for an ever changing world.

Grade Level	Essential Question	National Core Arts Standard	Learning Target	Resources	Assessment	Lesson Ideas
K	<p>Connecting: Can students use art to share a personal story?</p> <p>Creating: Can students experiment with a variety of materials to find the best options to share ideas?</p> <p>Presenting and Responding: Can students create a portfolio of work and explain the purpose behind</p>	<p><u>VA:Cn10.1.Ka</u> Create art that tells a story about a life experience.</p> <p><u>VA:Cr2.1.Ka</u> Through experimentation build skills in various media and approaches to art-making.</p> <p><u>VA:Pr4.1.Ka</u> Select art objects for personal portfolio and display,</p>	<p>I can create a work of art that tells a personal story.</p> <p>I can experiment with a variety of materials to share my ideas.</p> <p>I can create a portfolio or collection of work and explain why I chose them</p>	<p>Human proportion drawing guide.</p> <p>Van Gogh video Paper, markers, colored pencils, glue, mirrors.</p> <p>Clay, Paint, crayon, marker</p> <p>Collect past work, Portfolio and Cover</p>	<p>Project scored with rubric</p> <p>Activity</p> <p>Art Collection</p>	<p>Self portrait that told a personal story about one of their senses</p> <p>Cartoon about family; showing personal interests.</p> <p>Portray one subject in clay, drawing materials and paint and compare the three</p> <p>Create a portfolio that teaches people something about you</p> <p>Choose along</p>

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	their choice?	explaining why they were chosen. VA:Re9.1.Ka Explain reasons for selecting a preferred artwork.				with the teacher the project that the student would like to put in the annual art show
1	<p>Connecting: Can students explain why different people in different places and times make art? Can students explain why they make art?</p> <p>Creating: Can student collaborate with others to share an idea in a work of visual art? Can they use art</p>	<p>VA:Cn11.1.1a Understand that people from different places and times have made art for a variety of reasons.</p> <p>VA:Cr1.1.1a Engage collaboratively in exploration and imaginative play</p>	<p>I can explain why different people in different places and times have made art for a variety of reasons</p> <p>I can collaborate with others using art materials to share an idea and use art</p>	<p>“Why We Make Art” slideshow</p> <p>Variety of Prints</p> <p>Variety of drawing materials and painting materials</p> <p>Short stories, such as Aesop’s Fables</p>	<p>Presentation and/or project scored with rubric</p> <p>Group project and reflection or presentation</p> <p>SAMPLE</p>	<p>Students explore why artists make art and create a work of art with meaning</p> <p>Collaborating to Illustrate a Story</p> <p>Ceramic Totem</p>

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	<p>vocabulary to describe the process?</p> <p>Presenting and Responding: Can students explain why they prefer certain styles of art and art techniques? Can they describe where, when or how they might be share these styles with others?</p>	<p>with materials.</p> <p><u>VA:Cr3.1.1a</u> Use art vocabulary to describe choices while creating art.</p> <p><u>VA:Pr5.1.1a</u> Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.</p> <p><u>VA:Re9.1.1a</u> Classify artwork based on different reasons</p>	<p>vocabulary to describe our process.</p> <p>I can explain why I like certain styles of art or art techniques and describe where, when or how they might be shared with others</p>	<p>Oil Pastel and Water Color</p> <p>Images</p>	<p>Critique, reflection or presentation</p>	<p>Sorting art by color, shape, and subject. Using existing artwork to inspire personal artwork by color, shape and subject</p>

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		for preferences.				
2	<p>Connecting: Can students create a work of visual art about an event in their home, school or community?</p> <p>Creating: Can students collaborate with others to explore different ways to solve a problem visually? Can they reflect and evaluate on the process?</p> <p>Presenting and Responding: Can students</p>	<p><u>VA:Cn10.1.2a</u> Create works of art about events in home, school, or community life.</p> <p><u>VA:Cr1.1.2a</u> Brainstorm collaboratively multiple approaches to an art or design problem.</p> <p><u>VA:Pr4.1.2a</u> Categorize</p>	<p>I can create a work of visual art about event in my home, school or community.</p> <p>I can collaborate with others to explore different ways to solve a problem visually and reflect and evaluate the process.</p> <p>I can organize artwork by themes, styles or materials and use art</p>	<p>Romare Bearden Web Tour Magazines, Newspaper, camera, paper glue, scissor</p> <p>Clay, plates, tempera paint, recyclables</p> <p>Mask Flash Cards</p>	<p>Project scored with rubric</p> <p>Group project and reflection</p> <p>Art Collection and presentation</p>	<p>Romare Bearden Collage about events at home, school or in your community</p> <p>Art for a cause: Landforms installation educating students about water pollution including 3-D sculpture (Ceramic) animals</p> <p>Masks Materials and Meaning</p>

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	organize artwork by themes, styles or materials? Can they use art vocabulary to describe their work?	artwork based on a theme or concept for an exhibit. <u>VA:Re9.1.2a</u> Use learned art vocabulary to express preferences about artwork.	vocabulary to describe them.		or reflection	Lesson Functional and non-functional sculpture (ceramics and plaster)
3	Connecting: Can students create a work of art based on observation?	<u>VA:Cn10.1.3a</u> Develop a work of art based on observations of surroundings.	I can create a work of art based on observation.	Variety of drawing material Clay, Clay sculpting tools	Project scored with rubric	James John Audubon inspired birds drawing with correct shape and proportion Create a ceramic sculpture of your animal Light and

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	<p>Creating: Can students represent places from daily life?</p> <p>Presenting and Responding: Can students prepare a artwork, space and artist statements for presentation?</p>	<p><u>VA:Cr2.3.3a</u> Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.</p> <p><u>VA:Pr4.1.3a</u> Investigate and discuss possibilities and limitations of spaces, including</p>	<p>I can visually represent places from daily life.</p> <p>I can evaluate and prepare an artwork, space and artist statement for presentation.</p>		<p>Project scored with rubric</p> <p>Presentation or display</p>	<p>Shadow studies</p> <p>Create a landscape of a familiar place</p> <p>Design a board game that takes a player through a familiar place. Use clay to design pieces that represent characters that would be found in that place.</p> <p>Light and Sound: Students explore how artists use cast shadow and how sound can be visually interpreted to create a collection of work. They</p>

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		electronic, for exhibiting artwork. <u>VA:Re9.1.3a</u> Evaluate an artwork based on given criteria.				chose one work to present/display and write an artist statement to support it. STEAM Unit plan
4	Connecting: Can students create art about community traditions using detailed knowledge?	<u>VA:Cn10.1.4a</u> Create works of art that reflect community cultural traditions.	I can create a work of art about community traditions.		Project scored with rubric	Button designs based on student personal experience with community traditions Community traditions art inspired by Native American artists Self Portraits participating in Community Tradition

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	<p>Creating: Can students explore multiple solutions to art and design problems and refine one idea based on peer critique?</p> <p>Presenting and Responding: Given one set of criteria, can students evaluate works of art? Can students analyze space, size, and materials when determining how to present artwork.</p>	<p><u>VA:Cr3.1.4a</u> Revise artwork in progress on the basis of insights gained through peer discussion.</p> <p><u>VA:Pr5.1.4a</u> Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in</p>	<p>I can explore multiple solutions to an art or design problem and refine one more of these solutions based on peer discussions</p> <p>I can evaluate works of art given one set of criteria and analyze various considerations (space, size, materials etc.) for presenting the artwork.</p>	<p>Rulers, Railroad Board, blueprint paper, cardboard, markers and crayons</p> <p>Clay</p>	<p>Project and Critique</p> <p>Aesthetic Scanning Activity</p>	<p>Design a desk organizer that considers both form and function.</p> <p>Design a vessel with a specific function that has an aesthetically pleasing form</p> <p>Defining Visual Art Lesson. Making Art From Non Art</p>

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		temporary or permanent forms, and in physical or digital formats. Apply one set of criteria to evaluate more than one work of art.				

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5	<p>Creating</p> <p>Can students use multi-media appropriately and effectively through experimentation</p> <p>Presenting</p> <p>Can students choose the right supply/technique for the desired effect.</p>	<p><u>VA:Cr2.1.5a</u></p> <p>Experiment and develop skills in multiple art-making techniques and approaches through practice.</p> <p><u>VA:Pr5.1.5a</u></p> <p>Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.</p>	<p>I can create a mixed media work that reflects the different qualities of a variety of mediums</p> <p>I can use materials safely and effectively in order to achieve a desired effect.</p>	<p>Paint, thick paper, drawing supplies</p> <p>Drying Rack Printing paper, Brayers, ink, barens.</p> <p>Clay, Glaze</p>	<p>Rubric, formative assessment during class</p> <p>Rubric, formative assessment</p> <p>Rubric, formative assessment</p>	<p>Mixed media landscape</p> <p>Printmaking</p> <p>Clay vessel utilizing 3 different techniques. project will be glazed to demonstrate the 4 stages of clay</p>

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	<p>Responding</p> <p>Can students make the connection between a work of art and the impact it's had on the world.</p>	<p><u>VA:Cn11.1.5a</u> Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</p>	<p>I can discuss how different artists have impacted our society. I can cite examples.</p>	<p>Famous Artist video series (pop art, Andy Warhol)</p>	<p>Rubric, formative assessment</p>	<p>Print series, with color study</p>

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6	<p>Creating Can a student consider a variety of approaches to making a work of art</p> <p>Presenting Can a student demonstrate or identify different ways that both sculpture and 2D work could best be displayed</p>	<p><u>VA:Cr2.1.6a</u> Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p><u>VA:Pr4.1.6a</u> Analyze similarities and differences associated with preserving and presenting two</p>	<p>I can work through mistakes and I can create a work of art without a set plan in mind</p> <p>I can describe how to present or display works of art based on the media</p> <p>I can reflect</p>	<p>Paint, drawing materials, thick paper, variety of papers and fabrics</p> <p>Intuos tablets to make work using digital multi-media tools</p> <p>Ceramic pieces,</p>	<p>Rubric, formative assessment</p> <p>Displayed works (formative assessment)</p> <p>Exit ticket questions,</p>	<p>multi-media piece based on student concept</p> <p>Students create a design for the best way to display the work.</p> <p>Project using magazines and</p>

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	<p>Responding Can a student come up with a list or brainstorm approaches to art. Can a student reflect on this process.</p>	<p>dimensional, three dimensional, and digital artwork</p> <p><u>VA:Cn10.1.6a</u> Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.</p>	<p>contemporary sensibilities and trends in my work and ideas.</p>	<p>sculptures (metal or paper)</p> <p>Intuos tablets for creating a digital self portrait</p> <p>Individual mandalas, using rulers, compasses. Pencils, sharpies and colored pencil</p>	<p>exam questions</p> <p>Personal reflection</p>	<p>text</p>

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7	<p>Creating Can a student develop standards that will help them reach their artistic goals</p> <p>Presenting Can a student evaluate which display options are going to best present his or her work</p> <p>Responding Can a student discuss and evaluate how a variety of art convey different moods or meanings.</p>	<p><u>VA:Cr1.2.7a</u> Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p><u>VA:Pr5.1.7a</u> Based on criteria, analyze and evaluate methods for preparing and presenting art.</p> <p><u>VA:Re8.1.7a</u> Interpret art by analyzing artmaking approaches, the characteristics of form and structure,</p>	<p>I can create a work from a plan. I can set goals that are appropriate to me</p> <p>I can prepare a work of art for display</p> <p>I can make choices in my art based on the desired mood or effect.</p>	<p>Student notebooks.</p> <p>Matte board, framing materials. Venue for display.</p> <p>Bamboo tablets to create Digital works</p> <p>Art work for display. Projector to display images</p>	<p>Formative assessments and meetings with students.</p> <p>Define criteria based on intended audience. Justify display with a written rationale</p> <p>Students respond in a discussion setting. Students who don't participate respond</p>	<p>This standard could be implemented in any project.</p> <p>Students could make a work that will be displayed or choose an existing work and try a variety of venues to compare</p> <p>VTS (visual thinking strategies) painting and other artwork critiques.</p>

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		relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed				

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8	<p>Creating Can a student create a work without a clear plan first, can they adapt when it doesn't go as planned</p> <p>Presenting Can students make a set of standards and apply them to works of art</p> <p>Responding Can students understand the connection</p>	<p><u>VA:Cr2.1.8a</u> Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing</p> <p><u>VA:Cr2.1.8a</u> Develop and apply criteria for evaluating a collection of artwork for presentation.</p> <p><u>VA:Re8.1.8a</u> Interpret art by analyzing how the</p>	<p>I can try something new and be open to changing my plan in order to fit the current situation</p> <p>I can set standards for my own work and apply them</p> <p>I can explain the connection between different media and moods/feelings</p>	<p>Mixed media Paint, chalk, drawing materials, fabric and a variety of papers.</p> <p>Paint, drawing supplies, high quality paper.</p> <p>Sketchbooks to record criteria for particular projects. Google doc or Schoology document</p>	<p>Written reflection from student. Concept sketches</p> <p>Student sketchbook with written criteria to be turned in with final piece</p>	<p>Multi-media painting or mixed media work of art.</p> <p>Illustrated text project. Students choose a text that's meaningful and illustrate it in a painting.</p>

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	between the media and the mood or feeling it creates	interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.				
9-12 Drawing & Painting	Creating Can students generate multiple conceptual ideas?	VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.	Creating I can brainstorm in different ways. How can brainstorming in different ways contribute to my creative process?	Sketchbooks, Divergent Thinking Resources, Design Thinking Resources, Digital cameras	Sketchbook work/documentation, critique and discussion Self Assessment Artistic Process Rubric	Divergent Thinking Exercises Group and Individual Brainstorming Activities

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	<p>Presenting Can students present their artwork in a purposeful way?</p> <p>Responding Can students demonstrate an understanding of the connection between the images they see, the perspective they have and work they make?</p>	<p>VA:Pr5.1.1a Analyze and evaluate the reasons and ways an exhibition is presented.</p> <p>VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.</p>	<p>Presenting I can present my artwork in a purposeful way.</p> <p>Why and how can I present my work?</p> <p>Responding I can demonstrate an understanding of how I am influenced by visual imagery.</p> <p>How is my perspective and work affected by images I see?</p>	<p>Spray adhesive, exacto blades, boards, matte cutter, matte board, framing materials, schoology</p> <p>Sketchbooks, Drawing pencils, Charcoal, Watercolor, Acrylic, Drawing paper, watercolor paper, Mixed media, Digital cameras</p>	<p>Final project presentation</p> <p>Sketchbook work/documentation, critique and discussion, final project presentation, written artist statement</p>	<p>Still Life Drawing</p> <p>Political Statement Piece</p> <p>Social Connection Work</p> <p>Drawing from Personal Photograph</p>
<p>9-12 Design 1</p>	<p>Creating Can students brainstorm/gener</p>	<p>VA:Cr1.1.1a Use multiple approaches to</p>	<p>Creating I can brainstorm/gene</p>	<p>Sketchbooks, Divergent Thinking</p>	<p>Sketchbook work/documentation, critique and</p>	<p>Divergent Thinking Exercises</p>

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	<p>ate ideas in multiple ways?</p> <p>Presenting Can students discuss how art influences their understanding of the world around them?</p> <p>Connecting Can students document their process?</p>	<p>begin creative endeavors.</p> <p>VA:Pr6.1.Ia Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.</p> <p>VA:Cn10.1.Ia Document the process of</p>	<p>rate ideas in multiple ways.</p> <p>How can brainstorming in different ways contribute to my creative process?</p> <p>Presenting I can discuss how art influences my understanding of the world around me. Why/How does art work (design) I look at change my perspective?</p> <p>Connecting I can document my process. How/Why should I</p>	<p>Resources, Design Thinking Resources, Digital cameras</p> <p>Internet research, Sketchbooks, critique/discussion</p> <p>Sketchbooks, digital cameras, pencil, ink, printer</p>	<p>discussion</p> <p>Self Assessment Artistic Process Rubric</p> <p>Written artist statement/reflection with final project presentation, critique and discussion</p> <p>Sketchbook work submissions</p>	<p>Group and Individual Brainstorming Activities</p> <p>Critique Exercises</p> <p>Written Reflections</p> <p>Schoology Discussion</p> <p>Time spent working in sketchbooks developing and</p>

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		developing ideas from early stages to fully elaborated ideas.	document my process in my sketchbook?			documenting the process
<p>9-12 Ceramics</p>	<p>Creating Students can generate plans to make art that promotes social change.</p> <p>Presenting Students can collect/create/present a social, cultural and/or political</p>	<p>VA:Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.</p> <p>VA:Pr6.1.IIIa Curate a collection of objects, artifacts, or artwork to impact the</p>	<p>Creating I can make art that promotes social change.</p> <p>How can my art create social change?</p> <p>Presenting I can collect/create/present a social, cultural and/or political</p>	<p>Sketchbooks, Mixed media, Digital cameras, Internet research</p> <p>Haas & Hahn TED Talk https://www.ted.com/talks/haas_hahn_how_painting_can_transform_communities</p> <p>ArtPrize</p> <p>Sketchbooks, Clay, glaze, kiln, tags, written artist statements</p>	<p>Soups On! Data Social Reflection</p> <p>Social media postings of final presentation</p>	<p>Soups On! Along the Lakeshore Bowls</p> <p>Holiday Ornament</p> <p>Installation</p> <p>Public Sculpture</p> <p>Fundraiser - magnets, pendants, jewelry.</p> <p>Social Sculpture Installation</p> <p>Sgraffito</p> <p>Stamp Magnet</p>

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	<p>message?</p> <p>Connecting Students can synthesize knowledge about their world and use it to make art.</p>	<p>viewer's understanding of social, cultural, and/or political experiences.</p> <p>VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical and personal life with art-making approaches to create meaningful works of art or design.</p>	<p>message with my art work.</p> <p>How can we collect/create/present a social, cultural message?</p> <p>Connecting I can make art work that demonstrates my knowledge of the world around me.</p> <p>How can my work be affected by my social, cultural, historical and personal life?</p>	<p>Sketchbook, clay, glaze, kiln, Digital cameras, internet/social media access</p>	<p>Self Assessment Artistic Process Rubric</p>	<p>Slab Construction</p> <p>Sphere Design</p> <p>Drape Molding/Mask Pottery Wheel</p> <p>Sgraffito</p>
<p>9-12 Multimedia</p>	<p>Creating Students can develop a concept that is based on a theme and carried out in more than one</p>	<p>VA.Cr1.2.IIIa Choose from a range of materials and methods of traditional and</p>	<p>Creating I can develop a concept that is based on a them and carry in out over more than one work.</p>	<p>Sketchbooks, Divergent Thinking exercises, Design Thinking resources, mixed media</p>	<p>Self Assessment Artistic Process Rubric Final Project Presentation</p>	<p>Mixed Media Collage</p> <p>Stop motion animation</p> <p>Printmaking</p>

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	<p>work.</p> <p>Presenting Students can collect/create/present a social, cultural message.</p>	<p>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:Pr6.1.IIIa</p> <p>Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.</p> <p>VA:Cn10.1.IIIa</p>	<p>How can I develop a concept that is based on a theme and carry it out in more than one piece of art?</p> <p>Presenting I can collect/create/present a social, cultural message.</p> <p>How can we collect/create/present a social, cultural message?</p>	<p>Sketchbooks, Mixed media, Digital cameras, imacs, Adobe Creative Suite</p>	<p>and reflection</p> <p>Self Assessment Artistic Process Rubric</p> <p>Critique Process</p> <p>Project with reflection</p>	<p>Personal Diptych</p> <p>Photoediting</p> <p>3D self portrait</p> <p>Mixed media collage</p> <p>Acetone/Acrylic transfer</p> <p>Nevr-Dull Collage</p>

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	<p>Connecting Students can synthesize knowledge about their world and use it to make art.</p>	<p>Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design</p>	<p>Connecting How can my work be affected by my social, cultural, historical and personal life?</p>	<p>Sketchbooks, Digital cameras, mixed media, imacs, Adobe Creative Suite</p>	<p>Self Assessment Artistic Process Rubric Project with reflection Sketchbook documentation</p>	<p>imovie piece Personal Contrast Diptych PhotoShop collage</p>
<p>9-12 Design 2</p>	<p>Creating Students can rework their pieces to make them better.</p>	<p>VA:Cr3.1.IIIa Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal</p>	<p>Creating I can rework my pieces to make them better. How can I continue to rework my pieces to make them better?</p>	<p>imacs, Adobe Creative Suite, printer, critique, sticky notes, markers, sharpies Thoughts by Tim Brown_IDEO http://designthinking.ideo.com Design Thinking Movie</p>	<p>Self Assessment Artistic Process Rubric Documentation & Submission of improvements</p>	<p>d.school Design Thinking Virtual Crash Course http://dschool.stanford.edu/dgift/</p>

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	<p>Presenting Students can choose their art and prepare it for an exhibition.</p> <p>Responding Students can find patterns in art that are relevant.</p>	<p>artistic vision.</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>VA:Re.7.2.IIIa Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p>	<p>Presenting I can choose my art work and prepare it for an exhibition.</p> <p>How/why can I choose my art and prepare it for a show?</p> <p>Responding I can find relevant patterns in art.</p> <p>What patterns can I find in art and why are they relevant?</p>	<p>http://designthinkingmovie.com</p> <p>imacs, Adobe Creative Suite, color printer, spray adhesive, exacto blades, rulers, matte board, matte cutter, framing materials</p> <p>Internet research, critique, discussion, sketchbooks, printer, variety of current and historical art and design books</p>	<p>Presentation of final design and pieces.</p> <p>Project</p>	<p>Personal Logo & Identity Materials Design</p>

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<p>9-12 Digital Photography</p>	<p>Creating Students can make art that affects people's lives.</p> <p>Presenting Students can collect/create/present social, cultural message.</p>	<p>VA:Cr2.3.IIIa Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives</p> <p>VA:Pr6.1.IIIa Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.</p>	<p>Creating I can make art that affects peoples' and their lives.</p> <p>How can my art affect people's lives?</p> <p>Presenting I can collect/create/present social, cultural message.</p> <p>How can we collect/create/present a social, cultural message?</p>	<p>Digital cameras, imacs, Adobe PhotoShop, internet access, printer, social media applications</p> <p>imacs, Adobe PhotoShop, printer, matte board, matte cutter, spray adhesive, exacto blades, social media applications</p>		

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	<p>Connecting Students can synthesize knowledge about their world and use it to make art.</p>	<p>VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design</p>	<p>Connecting I can synthesize knowledge about my world and use it to make art.</p> <p>How can my work be affected by my social, cultural, historical and personal life?</p>	<p>Sketchbooks, imacs, Adobe PhotoShop, printer, social media applications</p>		
<p>10-12 IB Visual Art</p>	<p>Creating Students can develop a concept that is based on a theme and carry out more than one piece of art.</p>	<p>VA:Cr1.2.IIIa 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</p>	<p>Creating I can develop a concept that is based on a theme and carry it out in more than one piece of art.</p> <p>How can I develop a concept that is based on a theme and carry it out in more than one piece of art?</p>			

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	<p>Presenting Students can choose their own art work and prepare it for exhibition.</p> <p>Connecting Students can use their knowledge of the world around them to make art.</p>	<p>of art and design based on a theme, idea, or concept.</p> <p><u>VA:Pr4.1.IIIa</u> Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p> <p><u>VA:Cn10.1.IIIa</u> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to</p>	<p>Presenting I can choose my art and prepare it for exhibition.</p> <p>How/why can I choose my art and prepare it for a show?</p> <p>Connecting I can use my knowledge of the world around me to make art.</p> <p>How can my work be affected by my social,</p>			

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		create meaningful works of art or design	cultural, historical and personal life?			