Tomah Area School District

High Quality Student Learning
Every Child. Every Day.

Essential Learning

Grade/Course: HS Introduction to Art

Essential Knowledge:

Create
- Plan: Formulate original concepts by practice, experimentation, and revision.
- Make: Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques.

Present
- Develop Meaning: Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.
- Share: Curate and exhibit artwork for presentation, portfolio development, and/or preservation.

Respond
- Describe: Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- Analyze: Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.
- Evaluate: Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.

Connect
- Interdisciplinary: Apply interdisciplinary perspectives in own artistic work.
- Cultural, Social and Historical Awareness: Compare purposes of art in a variety of social, cultural, and historical contexts.

Essential Questions:

1. What are the Elements and principles of Art and Design?
2. What are the 50 important art vocabulary words needed for all THS art classes?
3. Who are famous artists in each medium presented? What was their impact?
4. How does art change the world?
5. What are the basic techniques used in creating designs for 2D and 3D art?
6. What are the different types/styles of art seen in the various medium used during class?
7. What are the elements and principals of design in regards to the medium in the various units?
8. What are the different types of art materials and how do I use them?
9. How do I use my own art designs to express myself?
10. What are my opinions of others and my own work?

Units:

1. Elements and Principles of Art and design, taught as unit and used throughout all other units
2. Art Vocabulary- 50 art terms used for all THS art classes
3. Class Critiques 101- Using the Elements and Principles of Art and Design while evaluating art

4. Design- Design a paper cup or 3 D shape- Transferring a 2D to a 3D Design Concept
5. Ceramic Plate and Bowl Design/ Slab/ Drape Hand building Techniques, Glazing Design
6. Potter's wheel basics
7. Drawing-Color Pencil Techniques
8. Drawing- Pencil / Shading Techniques
9. Jewelry, Introduction to tools and techniques
10. Painting- color theory applied to a 2D or 3D painted Design

Tomah Area School District

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Essential Learning

Grade/Course: HS Advanced Media Production

Essential Knowledge:

Create
- Investigate: Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- Make: Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques.

Present
- Develop Meaning: Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.

Respond
- Evaluate: Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.

Connect
- Interdisciplinary: Apply interdisciplinary perspectives in own artistic work.
- Career Connections: Research or experience options in art and design careers.

Essential Questions:

1. What makes a good documentary?
2. What questions need to be asked? How?
3. How do I stay neutral in reporting?
4. What is green screening and how does it work?
5. What are green screenings applications and are they used too much?
6. What are practical special effects and how can I use them?
7. Are practical special effects viable in a green screening world?
8. How to I plan for a long term project?
9. How do I organize multiple people, at multiple times to create a successful project?
10. What do I need to do to manage my time?
11. How can my skills help other areas, curriculums?
12. How do I complete quality work for others?

Units:

1. Documentary Short
2. Green Screening
3. Practical Special Effects
4. Twenty-Two Minute Long Narrative Video
5. Various Interdisciplinary Projects

Tomah Area School District

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Essential Learning

Grade/Course: HS AP Art and Design: 2-D and Drawing

Essential Knowledge:

Create
- Investigate: Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- Make: Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques.

Present
- Share: Curate and exhibit artwork for presentation, portfolio development, and/or preservation.

Respond
- Evaluate: Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.

Connect
- Cultural, Social and Historical Awareness: Compare purposes of art in a variety of social, cultural, and historical contexts.

Essential Questions:

1. What is art and how does it relate to me?
2. Why is my work important to me? Others?
3. How do I talk about art from a personal perspective? And a communal perspective?
4. How do I successfully use the elements and principles of art and design?
5. Where are my boundaries as an artist? What is beyond them?
6. Who is my audience?
7. How do I write a successful artist statement/defend my work and choices?
8. What do I need to look for in analyzing others and my own work?
9. How do I talk about art in a constructive and helpful way?

Units:

1. Fifteen individually created projects, specific to the student, based on an exploration of art through investigation of ideas, thoughts and forms.
2. Analysis of art, both personal and communitive, through various styles of critiques.
3. Open discussions about the value and creativity afforded by art.
4. Writing about my artwork, and the importance of such.

Tomah Area School District

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Essential Learning

Grade/Course: HS Ceramics; Level 1

Essential Knowledge:

Create

- Investigate: Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- Plan: Formulate original concepts by practice, experimentation, and revision.
- Make: Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques.

Present

- Communicate: Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
- Share: Curate and exhibit artwork for presentation, portfolio development, and/or preservation.

Respond

- Describe: Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- Analyze: Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.

Connect

- Cultural, Social and Historical Awareness: Compare purposes of art in a variety of social, cultural, and historical contexts.

Essential Questions:

1. What are the Principles of Art and Design used in ceramic design? How can I use them to make my art better?
2. How do I create designs that relate to the 3 D form?
3. What are the ceramic art vocabulary words important to know when using clay as a medium?
4. What are the different ways cultures around the world created art from clay? What designs did they use? What was their impact?
5. How does my art relate to designs seen in cultures around the world?
6. How does art change the world?
7. What are the basic techniques used in hand building ceramic art?
8. How can I combine the basic hand building techniques to make my own original art?
9. How can I work in my learning group and create an original artwork at the same time?
10. What are the basic techniques used on the Potter's Wheel?
11. How can I use class demonstrations, you tube videos, and watching other students to improve my skills on the potter's wheel?
12. What are the different types of glazes and how do I use them?
13. How do I develop my own art designs to express myself?
14. What are my opinions of others and my own work?

Units:

1. Ceramic vocabulary- important ceramic terms
2. Clay and Glaze Types
3. Ceramic Design- using Principles of Art and Design to create interesting and personal artwork
4. Ceramic Art History- Investigate how various cultures around the world expressed themselves through clay
5. Evaluating Art- Use the Principles of Art and Design to evaluate art during class critiques
6. Hand building Technique;-Pinch pot with Sgraffito design
7. Hand building Technique- Slab/ Drape Bowl
8. Hand building Technique- Slab/ Box form with added texture
9. Hand building Technique- Coil Sculpture or vessel
10. Hand building- working in collaborative learning groups
11. Potter's Wheel- Basic cylinder form
12. Potter's Wheel- Gaining height
13. Potter's Wheel- Adding shape
14. Potter's Wheel- Trimming on and off wheel
15. Glaze- techniques

Tomah Area School District

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Essential Learning

Grade/Course: HS Ceramics: Level 2

Essential Knowledge:

Create

- Investigate: Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- Plan: Formulate original concepts by practice, experimentation, and revision.
- Make: Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques.

Present

- Develop Meaning: Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.
- Share: Curate and exhibit artwork for presentation, portfolio development, and/or preservation.

Respond

- Describe: Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- Analyze: Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.
- Interpret: Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.

Connect

- Cultural, Social and Historical Awareness: Compare purposes of art in a variety of social, cultural, and historical contexts.

Essential Questions:

1. What are the Principles of Art and Design used in ceramic design? How can I use them to make my art better?
2. How do I create designs that relate to 3 D forms?
3. What are the ceramic art vocabulary words important to know when using clay as a medium?
4. What are the different ways famous artists created art from clay? What designs did they use? What was their impact?
5. How does my art relate to designs seen in famous artists work?
6. How does art change the world?
7. How can I combine the basic hand building techniques to make my own original art?
8. How can I work in my learning group and create an original artwork at the same time?
9. What are the advanced techniques used on the Potter's Wheel?
10. How can I use class demonstrations, you tube videos, and watching other students to improve my skills on the potter's wheel?
11. What are the different types of glazes and how do I use them? How can I experiment with glaze?
12. How do I develop my own art designs to express myself?
13. What are my opinions of others and my own work?

Units:

1. Ceramic vocabulary- Review important ceramic terms
2. Clay and Glaze Types- review
3. Ceramic Art History- Investigate how famous ceramic artists used the Principles of Art in their designs and forms.
4. Working with your learning group, design a piece of your own which relates to the artist your group researched
5. Ceramic Design- use the Principles of Art and Design to create interesting and personal artwork
6. Evaluating Art- Use the Principles of Art and Design to evaluate art during class critiques
7. Hand building Technique- Abstract Sculpture form using coils and slabs combined
8. Hand building Technique- Combining slab and drape technique
9. Hand building Technique- Luminary using slab technique with cut designs
10. Hand building Technique- Coil Sculpture or vessel
11. Hand building- working in collaborative learning groups
12. Potter's Wheel- Review basic cylinder form, practice gaining height, and controlling shape
13. Potter's Wheel- Bowl technique
14. Potter's Wheel- Plate Technique
15. Potter's Wheel- Vase shapes
16. Potter's Wheel- Trimming off wheel- refining "foot" design
17. Glaze- techniques- Experimenting with new glaze ideas

Tomah Area School District

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Essential Learning

Grade/Course: HS Ceramics: Level 3

Essential Knowledge:

Create

- Investigate: Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- Plan: Formulate original concepts by practice, experimentation, and revision.
- Make: Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques.

Present

- Communicate: Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
- Share: Curate and exhibit artwork for presentation, portfolio development, and/or preservation.

Respond

- Analyze: Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.
- Inquire: Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.
- Evaluate: Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.

Connect

- Career Connections: Research or experience options in art and design careers.
- Cultural, Social and Historical Awareness: Compare purposes of art in a variety of social, cultural, and historical contexts.

Essential Questions:

1. How can I use the Principles of Art and Design to make my art better?
2. How do I create designs that relate to 3 D forms?
3. What is the importance of negative space in 3D art forms?
4. What are the ceramic art vocabulary words important to know when using clay as a medium?
5. What are the different ways contemporary artists are using clay today? What is their impact?
6. How do artists use art to effect social change in societies?
7. How does art change the world?
8. How does my art relate to designs seen in contemporary artists' work?
9. How can I combine advanced hand building techniques to make my own original art?
10. How can I work in my learning group and create an original artwork at the same time?
11. What are the advanced techniques used on the Potter's Wheel?
12. How can I use class demonstrations, you tube videos, and watching other students to improve my skills on the potter's wheel?
13. What are the different types of glazes and how do I use them? How can I experiment with glaze?

14. How do I develop my own art designs to express myself?
15. What are my opinions of others and my own work?

Units:

1. Ceramic vocabulary- Review important ceramic terms
2. Clay and Glaze Types- review
3. Ceramic Art History- Investigate contemporary artists who use clay as a medium. What are the important Principles of Art seen in their work? What are the important ideas they are trying to express?
4. Working with your learning group research one contemporary ceramic artist who is using their art to effect a social change and one contemporary artist whose work you like for aesthetic reasons.
5. Ceramic Careers- investigate the different careers available in ceramic arts.
6. Ceramic Design- use the Principles of Art and Design to create interesting and personal artwork
7. Evaluating Art- Use the Principles of Art and Design to evaluate art during class critiques. What other things are important when evaluating ceramic art?
8. Hand building Technique- Form using coils and slab techniques combined
9. Hand building Technique- Form using slab and drape techniques combined
10. Hand building Technique- Independent project influenced by contemporary artist
11. Hand building Technique- Independent project expressing personal interests
12. Potter's Wheel- Review basic cylinder form, practice gaining height, even walls, and controlling shapes
13. Potter's Wheel- Bowl technique using faceted design
14. Potter's Wheel- Platter Technique, expanding size and shape
15. Potter's Wheel- Vase shapes- developing personal goals in vase shapes
16. Potter's Wheel- Trimming off wheel- refining "foot" design continued
17. Collaborative Learning groups-New glaze techniques
18. Experimenting with new glaze ideas and designs together

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Essential Learning

Grade/Course: HS Drawing I

Essential Knowledge:

Create
- Plan: Formulate original concepts by practice, experimentation, and revision.
- Make: Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques.

Present
- Share: Curate and exhibit artwork for presentation, portfolio development, and/or preservation.

Respond
- Evaluate: Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.

Connect
- Cultural, Social and Historical Awareness: Compare purposes of art in a variety of social, cultural, and historical contexts.

Essential Questions:

1. What is the technical history of Drawing?
2. Who are famous Drawing artists? What was their impact in their time period?
3. How did art change the world?
4. What are the different types/styles of drawing?
5. What are the elements and principals of design in regards to drawing?
6. How do I use the different mediums?
7. What are the different types of additional tools like blenders, sandpaper etc and how do I use them?
8. How do I use art to express myself?
9. What are my opinions of others and my own work?

Units:

The units are based around a drawing medium and incorporates History, Criticism, Design, and Creating and answers the essential questions listed above.

1. Pre-test of vocabulary
2. Grid practice
3. Shading practice sketch book assignment
4. Pencil drawing (focus on contrast, shading, making it look 3-D)
5. Colored pencil techniques sketchbook assignment
6. Colored Pencil (focus on blending, burnishing, and color matching)
7. Pastel, Oil and chalk sketchbook assignment

8. Pastel: choice of oil or chalk using layering
9. Pen & Ink sketchbook
10. Final project is to illustrate your favorite line from a song or the embodiment of the song (choice of pencil, colored pencil, pen and ink, or combined mediums)
    a. 4 rough sketches of song ideas (approved by Mrs. Winchel)
    b. The Song Project
    c. 1 full page typed reflection of what the song means to you. 12 point type, New Times Roman, and double spaced.
11. Post-test of vocabulary

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Essential Learning

Grade/Course: HS Drawing II

Essential Knowledge:

Create

- Investigate: Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- Plan: Formulate original concepts by practice, experimentation, and revision.
- Make: Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques.

Present

- Communicate: Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
- Share: Curate and exhibit artwork for presentation, portfolio development, and/or preservation.

Respond

- Describe: Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- Interpret: Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.
- Evaluate: Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.

Connect

- Cultural, Social and Historical Awareness: Compare purposes of art in a variety of social, cultural, and historical contexts.

Essential Questions:

1. What is the technical history of Drawing?
2. Who are famous Drawing artists? What was their impact in their time period?
3. How did art change the world?
4. What are the meanings behind creating a certain image or style of artwork?
5. What are the different types/styles of drawing?
6. What are the elements and principals of design in regards to drawing?
7. How do I use the different mediums?
8. What are the different types of additional tools like blenders, sandpaper etc. and how do I use them?
9. What is “my own style?” What influences me?
10. How do I use art to express myself?
11. What are my opinions of others and my own work?

Units:

1. Pre-test of vocabulary
2. Self-portrait (2 days in class, using mirror)
3. Tom Holland practice
4. Take selfie or find image on internet
    - (head and shoulders only, interesting composition, interesting additions)
5. Colored pencil practice
6. Colored Pencil (altered picture or your own photograph)
7. Shiva and oil pastel practice
8. Oil or Shivas on altered paper
9. Pen & Ink practice
10. Pen & Ink (find a picture with pattern: animal, building, or choice)
11. Hand project: Use a hand in your composition. Look up "handscape" to get ideas and then gather your own images to create an original piece of art. Your choice of medium.
12. Final project: It can be a series of 3 pictures or a compiled collage of different drawings (similar to the song project). Use your own photos or computer manipulated pictures. You may choose the medium or combine mediums. You must be working the whole time in class.
13. Post-test of vocabulary

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Essential Learning

Grade/Course: HS Drawing III

Essential Knowledge:

Create

- Investigate: Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- Plan: Formulate original concepts by practice, experimentation, and revision.
- Make: Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques.

Present

- Develop Meaning: Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.
- Communicate: Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
- Share: Curate and exhibit artwork for presentation, portfolio development, and/or preservation.

Respond

- Describe: Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- Analyze: Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.
- Interpret: Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.
- Evaluate: Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.

Connect

- Interdisciplinary: Apply interdisciplinary perspectives in own artistic work.
- Career Connections: Research or experience options in art and design careers.
- Cultural, Social and Historical Awareness: Compare purposes of art in a variety of social, cultural, and historical contexts.

Essential Questions:

1. What is the technical history of Drawing?
2. Who are famous Drawing artists? What was their impact in their time period?
3. How did art change the world?
4. What are the meanings behind creating a certain image or style of artwork?
5. What are the different types/styles of drawing?
6. What are the elements and principals of design in regards to drawing?
7. How do I use the different mediums?
8. What are the different types of additional tools like blenders, sandpaper etc and how do I use them?

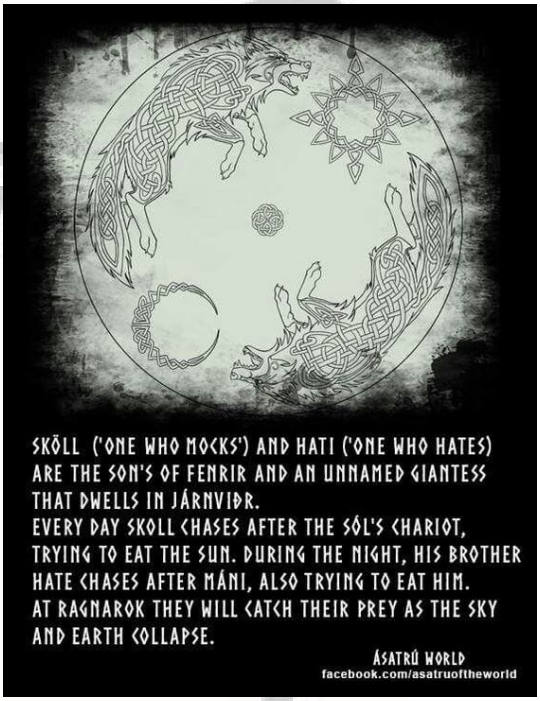
9. What is “my own style?” What influences me?
10. How do I use art to express myself?
11. What are my opinions of others and my own work?

Units:

I will create a portfolio of original projects based off of certain thematic units using the skills they have learned in previous art classes.

Some thematic ideas are:

1. Cultural (your own heritage or one that interests you)



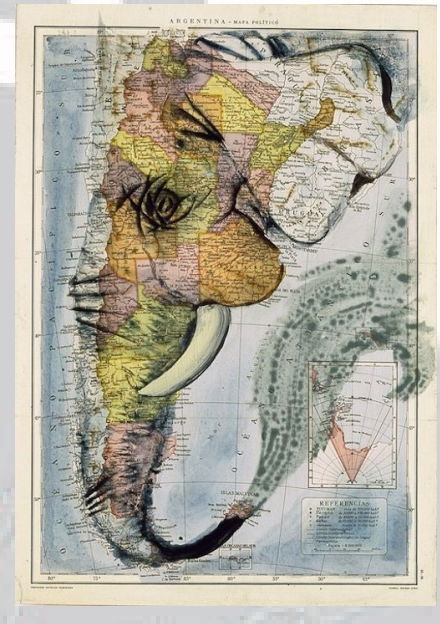
2. Wisconsin themed

3. Macro

4. Fantasy/Sci-Fi

5. Animal or portrait

6. Surreal / Maps or landscape



Tomah Area School District

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Essential Learning

Grade/Course: HS Graphic Arts I

Essential Knowledge:

Create
- Plan: Formulate original concepts by practice, experimentation, and revision.
- Make: Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques.

Present
- Develop Meaning: Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.

Respond
- Analyze: Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.

Connect
- Cultural, Social and Historical Awareness: Compare purposes of art in a variety of social, cultural, and historical contexts.

Essential Questions:

1. How do I use Adobe Photoshop?
2. What information is needed to get my ideas across to the viewer?
3. How are the Elements and Principles of Design used in graphic art?
4. What are the tools and functions of Photoshop?
5. How do artists manipulate photographs?
6. How do you color and illustrate images using Photoshop?
7. How is advertising used, and how do you use advertising?
8. What are the parts of an ad?
9. What is needed to make a piece of graphic arts look authentic and functional?

Units:

1. Minimalist Poster Design
2. Face Swapping with Masking and the Pen Tool
3. Air Bruising
4. Illustration with Line Art
5. Ads and the Parts of Them
6. Writing a Story as a Class
7. DVD Cover Design

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Essential Learning

Grade/Course: Graphic Arts II

Essential Knowledge:

Create
- Investigate: Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- Plan: Formulate original concepts by practice, experimentation, and revision.

Present
- Share: Curate and exhibit artwork for presentation, portfolio development, and/or preservation.

Respond
- Interpret: Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.

Connect
- Interdisciplinary: Apply interdisciplinary perspectives in own artistic work.

Essential Questions:

1. What do I remember about Photoshop? What did I forget?
2. What makes a professional piece of graphic design?
3. How do I use Adobe Illustrator? What is its purposes?
4. Compare and contrast Photoshop and Illustrator.
5. What is the importance of vector base images?
6. How do the tools of Illustrator work?
7. What makes a good logo?
8. How to Illustrate with Illustrator?
9. What is the history and style of comic books?
10. How do I marry Illustrator and Photoshop to create a full product?

Units:

1. Create a Professional Looking Mini Cereal Box
2. Design a Poster Using Only Shapes
3. Personalized Logos
4. Little Head, Big Body Illustrations
5. Comic Book Illustration
6. Full Length Children's Story

Tomah Area School District

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Essential Learning

Grade/Course: HS Media Productions

Essential Knowledge:

Create
- Plan: Formulate original concepts by practice, experimentation, and revision.
- Make: Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques.

Present
- Develop Meaning: Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.

Respond
- Inquire: Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.

Connect
- Career Connections: Research or experience options in art and design careers.

Essential Questions:

1. What are the stages of production?
2. How do I write a script? What are its components?
3. What are storyboards, and what do they do?
4. How do I use Final Cut Pro?
5. When do I use the stages of production, and how?
6. How do I create a whole project?
7. Which camera angles are the best for each situation?
8. How do I tell a story using video?
9. What is needed to create a music video?
10. What are rolls in video production?

Units:

1. Adapted Script Writing
2. Original Script Writing
3. Storyboard from a Video
4. Storyboard from a Script
5. Introduction Video
6. Demonstrational Video
7. Camera Angle Video
8. Narrative Video
9. Music Video

Tomah Area School District

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Essential Learning

Grade/Course: Painting III

Essential Knowledge:

Create

- Investigate: Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- Plan: Formulate original concepts by practice, experimentation, and revision.
- Make: Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques.

Present

- Develop Meaning: Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.
- Communicate: Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
- Share: Curate and exhibit artwork for presentation, portfolio development, and/or preservation.

Respond

- Describe: Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- Analyze: Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.
- Interpret: Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.
- Evaluate: Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.

Connect

- Interdisciplinary: Apply interdisciplinary perspectives in own artistic work.
- Career Connections: Research or experience options in art and design careers.
- Cultural, Social and Historical Awareness: Compare purposes of art in a variety of social, cultural, and historical contexts.

Essential Questions:

1. What is the technical history of Painting?
2. Who are famous Painting artists? What was their impact in their time period?
3. How did art change the world?
4. What are the meanings behind creating a certain image or style of artwork?
5. What are the different types/styles of Painting?
6. What are the elements and principals of design in regards to Painting?
7. How do I use the different mediums?
8. What are the different types of additional tools like scraper, sponges, palette knives etc and how do I use them?
9. What is “my own style?” What influences me?

10. How do I use art to express myself?
11. What are my opinions of others and my own work?

Units:

1. I will create a portfolio of original projects based off of certain thematic units using the skills they have learned in previous art classes.
2. 4-6 projects are a theme or center on one idea: such as identity, electricity, chess, trees, poverty, loneliness, haunted houses (whatever you are interested in)
3. All art is original from your photos or your imagination (brain) OR you may alter an existing picture 80%

Tomah Area School District

High Quality Student Learning
Every Child. Every Day.

Essential Learning

Grade/Course: HS Photography I

Essential Knowledge:

Create
- Plan: Formulate original concepts by practice, experimentation, and revision.
- Make: Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques.

Present
- Share: Curate and exhibit artwork for presentation, portfolio development, and/or preservation.

Respond
- Evaluate: Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.

Connect
- Cultural, Social and Historical Awareness: Compare purposes of art in a variety of social, cultural, and historical contexts.

Essential Questions:

1. What is the technical history of photography?
2. Who are famous photography artists? What was their impact?
3. How did photography change the world?
4. How does a camera work?
5. What are the different types/styles of photography?
6. What are the elements and principals of design in regards to photography?
7. How do I use Photoshop?
8. What are the different types of cameras and how do I use them?
9. How do I use a camera to express myself?
10. What are my opinions of others and my own work?

Units:

1. Introduction to the Camera and Photoshop
2. The Rule of Thirds
3. Use of the Golden Hour
4. Landscape Photography
5. Weather Photography
6. Night Photography
7. Still Life Photography
8. Animal Photography
9. People Photography
10. Minimalist Photography
11. Abstract Photography
12. Light Trail/Strobe Photography
13. A Three Picture Series with an Artist Statement
14. A Five Picture Series with an Artist Statement

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Essential Learning

Grade/Course: HS Photography II

Essential Knowledge:

Create
- Plan: Formulate original concepts by practice, experimentation, and revision.
- Make: Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques.

Present
- Share: Curate and exhibit artwork for presentation, portfolio development, and/or preservation.

Respond
- Inquire: Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.

Connect
- Interdisciplinary: Apply interdisciplinary perspectives in own artistic work.

Essential Questions:

1. What is a DSR camera, and how does it work?
2. How do ISO, aperture and shutter speed relate to my work?
3. What does the interworking of a camera look like?
4. What is HDR photography, and how do I do it?
5. How do I write successful captions?
6. Which photographer influences my work the most, and why?
7. How do I put on a gallery show of artwork?

Units:

1. ISO Control
2. Aperture Control
3. Shutter Speed Control
4. How to Use the Manual Settings
5. Dissecting a Camera
6. HDR Photography
7. Photo Journalism
8. Long Term Research Project on a Photographer
9. Photography Gallery Show