



# Digital Art & Design I

## Curriculum

Board Approved: 02/19/2026

### Course Information

**High School  
Semester Course**

**Prerequisite(s): Introduction to Art**

**Course Description:**

Digital Art & Design I is a foundational course in which students develop technical proficiency with industry-standard hardware and software, including digital drawing, painting, and image editing tools. Through hands-on projects, students learn to capture, manipulate, and create digital images while applying the elements and principles of design. Students explore photography, basic animation, and time-based media as they conceptualize and produce original digital artworks. Throughout the course, students participate in critique, analyze contemporary and historical digital art, and consider the cultural and aesthetic impact of visual media.

**Transfer Goals:**

- Generate and conceptualize unique artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.
- Analyze, interpret, and select artistic work for presentation.
- Develop and refine artistic work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
- Design and execute a self-directed digital art series that communicates a complex idea or theme to a specific audience.
- Curate and present a cohesive digital portfolio that articulates personal artistic voice and situates work within contemporary visual and media culture.

**Curriculum Standards:** [Missouri Learning Standards Fine Arts Visual Arts Standards](#)

**Curriculum Resource(s):** Procreate, Adobe Creative Suite, Apple Pencils

*\*priority standards indicated in bold*

Digital Art and Design I - Page 1

BOE Approved: 02/19/2026

Patrons with questions about the course should contact [curriculum@fhsdschools.org](mailto:curriculum@fhsdschools.org)

# Unit 1: From Pixels to Palettes

Timeframe: 4 weeks

**Unit Description:** In this unit, students will explore how digital tools transform observations into compelling visual narratives within the broader context of foundational art and design practice. Beginning with the act of photography, students will learn not only the technical aspects of image capture but also the critical skills of interpreting visual information and understanding human perception. Through hands-on projects, students will engage with foundational elements and principles of art and design, applying them across various subjects including still life, the portrait, and the environment. The unit emphasizes the journey from initial photographic capture to refined digital artistry, supporting the development of a strong creative foundation, empowering students to translate their unique perspectives into impactful digital palettes.

## Enduring Understandings:

- Visual imagery influences understanding of and responses to the world and makes meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals by experimenting with forms, structures, materials, concepts, media, and art-making approaches.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

## Essential Questions:

- In what ways can the camera serve both as a tool for observation and as a medium for personal or artistic interpretation?
- How might artists intentionally manipulate formal elements in digital art to evoke emotions or communicate ideas?
- How does the process of moving "from pixels to palettes" enable artists to explore and express their creative vision more deeply?
- What kinds of stories or meanings can emerge through the arrangement of objects in a still life, the portrayal of a human subject in a portrait, or the depiction of a place in environmental photography?

## Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#">VA:Cr1B.11a</a>	<ul style="list-style-type: none"> <li>• I can follow a brainstorming process to plan a work of art.</li> <li>• I can use a variety of materials and methods to make an artwork.</li> <li>• I can choose materials to create an artwork based on a theme, idea, or concept.</li> <li>• I can create original artworks and explain how they are unique to my ideas and vision</li> <li>• I can ensure the artwork reflects my originality while respecting the creations of</li> </ul>

*\*priority standards indicated in bold*

Digital Art and Design I - Page 2

BOE Approved: 02/19/2026

Patrons with questions about the course should contact [curriculum@fhsdschools.org](mailto:curriculum@fhsdschools.org)

	<p>other artists</p> <ul style="list-style-type: none"> <li>● I can select artworks that best demonstrate my skills, creativity, and growth throughout the unit</li> </ul>
<a href="#">VA:Cr2A.II</a>	<ul style="list-style-type: none"> <li>● <b>I can demonstrate the skills and knowledge I've gained in my chosen art form through experimentation and practice.</b></li> </ul>
<a href="#">VA:Cr2B.11</a>	<ul style="list-style-type: none"> <li>● I can create original artworks and explain how they are unique to my ideas and vision.</li> <li>● I can identify and respect copyright when using others' work for inspiration or reference in my own creations.</li> <li>● I can understand the importance of intellectual property and how it protects my original artistic contributions.</li> <li>● I can ensure my artwork reflects my originality while still acknowledging and respecting the creations of other artists</li> </ul>
<a href="#">VA:Pr4A.II</a>	<ul style="list-style-type: none"> <li>● <b>I can select artworks that best demonstrate my skills, creativity, and growth throughout the unit.</b></li> <li>● <b>I can reflect on how my choices in the creative process helped me express my thoughts and feelings in my artwork.</b></li> <li>● <b>I can share my own artwork with others during critiques.</b></li> <li>● <b>I can listen attentively to feedback and suggestions about my artwork from my peers and teacher.</b></li> <li>● <b>I can ask questions and seek clarification about the feedback I receive during critiques.</b></li> <li>● <b>I can choose artwork that I feel best represents my skills and personal style for my portfolio, exhibit or event.</b></li> </ul>
<a href="#">VA:Pr5A.IIa</a>	<ul style="list-style-type: none"> <li>● I can evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</li> <li>● I can prepare a file to be printed and display it both virtually and physically.</li> </ul>
<a href="#">VA:Re.7B.II</a>	<ul style="list-style-type: none"> <li>● <b>I can judge a piece of art or a group of artworks using different standards.</b></li> <li>● <b>I can look at various standards used to judge art.</b></li> <li>● <b>I can pick criteria to judge artworks.</b></li> <li>● <b>I can judge artworks, whether my own or others, using specific criteria.</b></li> </ul>
<a href="#">VA:Cn10A.II</a>	<ul style="list-style-type: none"> <li>● <b>I can use observation, research, and experimentation to explore new or unfamiliar subjects through artmaking.</b></li> <li>● <b>I can explore and list themes, topics, and ideas that resonate deeply with me to create my art.</b></li> <li>● <b>I can identify and choose subjects for my art that are unfamiliar to me.</b></li> <li>● <b>I can determine when research is needed to gain background information and context about the unfamiliar subject.</b></li> <li>● <b>I can experiment with various materials and methods to find the best approach for depicting the unfamiliar subject.</b></li> <li>● <b>I can reflect on how these new experiences and knowledge enhance my artistic skills and understanding.</b></li> <li>● <b>I can use source material properly to help plan my art.</b></li> <li>● <b>I can apply my observations, research, and experimentation to create a detailed and expressive print.</b></li> </ul>

*\*priority standards indicated in bold*

Digital Art and Design I - Page 3

BOE Approved: 02/19/2026

Patrons with questions about the course should contact [curriculum@fhsdschools.org](mailto:curriculum@fhsdschools.org)

[VA:Cn11.IIa](#)

- I can compare how art is used in different societies, cultures, and historical times, and make connections to how art is used today in my community and around the world.

*\*priority standards indicated in **bold***

Digital Art and Design I - Page 4

BOE Approved: 02/19/2026

Patrons with questions about the course should contact [curriculum@fhdschools.org](mailto:curriculum@fhdschools.org)

# Unit 2: Design Decoded

Timeframe: 4 weeks

**Unit Description:** In this unit, students will move beyond basic digital manipulation, diving deep into the artistic techniques and design principles that underpin compelling visual narratives. Students will master the blending basics of color and value to create seamless transitions and realistic textures. A significant focus will be placed on character design, where students will develop unique personalities through visual storytelling, exploring form, expression, and costume. Students will also learn to construct evocative background environments that complement their characters and enhance the overall narrative.

## Enduring Understandings:

- Artists and designers shape investigations and pursue creative goals by experimenting with forms, materials, concepts, media, and approaches, sometimes following traditions and sometimes breaking them.
- Through art-making, people explore and express perceptions, knowledge, and experiences, developing understanding and appreciation of themselves, others, and the world around them.
- People create, interact with, and respond to objects, places, and visual imagery that shape, enhance, and influence their lives, communities, and environments.
- Artists, curators, and presenters make intentional choices about techniques, methods, venues, and technologies when preparing, refining, exhibiting, or preserving artwork.

## Essential Questions:

- In what ways can digital painting techniques be used to convey realism or stylization, and how might artists decide which approach to take?
- How do different approaches to blending colors and values in digital painting influence the overall mood, depth, and perception of an image?
- What strategies can artists use to design a character that effectively communicates their personality, role, and story through visual elements?
- How can the design of a background environment shape the viewer's understanding or emotional response to a character or narrative?

## Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#">VA:Cr1B.1Ia</a>	<ul style="list-style-type: none"> <li>• I can follow a brainstorming process to plan a work of art.</li> <li>• I can use a variety of materials and methods to make an artwork.</li> <li>• I can choose materials to create an artwork based on a theme, idea, or concept.</li> <li>• I can create original artworks and explain how they are unique to my ideas and vision</li> <li>• I can ensure the artwork reflects my originality while respecting the creations of other artists</li> <li>• I can select artworks that best demonstrate my skills, creativity, and growth throughout the unit</li> </ul>
<a href="#">VA:Cr2A.1I</a>	<ul style="list-style-type: none"> <li>• <b>I can generate multiple diverse ideas for a digital art project based on a given prompt or theme.</b></li> </ul>

*\*priority standards indicated in bold*

Digital Art and Design I - Page 5

BOE Approved: 02/19/2026

Patrons with questions about the course should contact [curriculum@fhsdschools.org](mailto:curriculum@fhsdschools.org)

	<ul style="list-style-type: none"> <li>● I can select and justify the appropriate digital tools and techniques for a specific artistic outcome.</li> <li>● I can effectively use feedback from peers and instructors to refine and enhance my digital artwork.</li> <li>● I can experiment with different digital rendering techniques (e.g., blending modes, brush types, textures) to achieve desired effects.</li> </ul>
<a href="#">VA:Cr2C.II</a>	<ul style="list-style-type: none"> <li>● I can create a list of contemporary issues and select one that is meaningful to create my artwork.</li> <li>● I can communicate a concept using both image and text.</li> <li>● I can articulate how digital media and visual culture define or reflect aspects of modern life.</li> <li>● I can identify instances where digital art or design has either enhanced or inhibited people's lives.</li> <li>● I can present and defend my digital artwork, articulating the specific ways it defines, shapes, enhances, inhibits, or empowers.</li> </ul>
<a href="#">VA:Pr4AII</a>	<ul style="list-style-type: none"> <li>● I can select artworks that best demonstrate my skills, creativity, and growth throughout the unit.</li> <li>● I can reflect on how my choices in the creative process helped me express my thoughts and feelings in my artwork.</li> <li>● I can share my own artwork with others during critiques.</li> <li>● I can listen attentively to feedback and suggestions about my artwork from my peers and teacher.</li> <li>● I can ask questions and seek clarification about the feedback I receive during critiques.</li> <li>● I can choose artwork that I feel best represents my skills and personal style for my portfolio, exhibit or event.</li> </ul>
<a href="#">VA:Pr5A.IIa</a>	<ul style="list-style-type: none"> <li>● I can consider location, media materials, audience and purpose when creating artwork for display.</li> <li>● I can figure out the best way to display my artwork in my portfolio.</li> </ul>
<a href="#">VA:Re.7A.II</a>	<ul style="list-style-type: none"> <li>● I can use digital art to understand myself better, exploring my own emotions, thoughts, and identity through digital creation.</li> <li>● I can gain insight into the lives of others, the natural world, and or constructed environments by exploring their digital artistic expressions.</li> </ul>
<a href="#">VA:Re.7B.II</a>	<ul style="list-style-type: none"> <li>● I can judge a piece of art or a group of artworks using different standards.</li> <li>● I can look at various standards used to judge art.</li> <li>● I can pick criteria to judge artworks.</li> <li>● I can judge artworks, whether my own or others, using specific criteria.</li> </ul>
<a href="#">VA:Cn10AII</a>	<ul style="list-style-type: none"> <li>● I can use observation, research, and experimentation to explore new or unfamiliar subjects through artmaking.</li> <li>● I can explore and list themes, topics, and ideas that resonate deeply with me to create my art.</li> <li>● I can identify and choose subjects for my art that are unfamiliar to me.</li> <li>● I can determine when research is needed to gain background information and context about the unfamiliar subject.</li> <li>● I can experiment with various materials and methods to find the best</li> </ul>

*\*priority standards indicated in bold*

Digital Art and Design I - Page 6

BOE Approved: 02/19/2026

Patrons with questions about the course should contact [curriculum@fhsdschools.org](mailto:curriculum@fhsdschools.org)

	<p>approach for depicting the unfamiliar subject.</p>
--	---

- I can reflect on how these new experiences and knowledge enhance my artistic skills and understanding.
- I can use source material properly to help plan my art.
- I can apply my observations, research, and experimentation to create a detailed and expressive print.

*\*priority standards indicated in **bold***

Digital Art and Design I - Page 7

BOE Approved: 02/19/2026

Patrons with questions about the course should contact [curriculum@fhdschools.org](mailto:curriculum@fhdschools.org)

# Unit 3: Story in Motion

Timeframe: 5 weeks

**Unit Description:** In this unit, students will focus on narrative structure, character development, and visual symbolism. Students will learn how to communicate ideas, emotions, and stories using digital tools and traditional art techniques. Through the lens of shape and color theory, students will design compelling characters and environments that support their storylines. Students will engage in the creative process from concept to completion, using storyboarding, character design, and digital photography/editing tools to bring their narratives to life. Emphasis will be placed on experimentation, critical thinking, and collaboration, as students research themes, develop original ideas, and problem-solve during production.

**Enduring Understandings:**

- Visual storytelling communicates ideas, emotions, and narratives through deliberate choices in imagery, allowing multiple interpretations.
- Character design, shapes, and color choices shape how audiences perceive and connect with a story.
- Experimentation and collaboration expand creative possibilities and deepen artistic expression.

**Essential Questions:**

- In what ways can visual storytelling communicate emotions, ideas, or narratives without relying on words?
- How might character design, shape theory, and color theory influence the way a story is experienced or understood?
- How can experimentation and collaboration shape or transform the creative process and its outcomes in artmaking?

## Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#">VA:Cr1B.ii</a>	<ul style="list-style-type: none"> <li>• I can choose from a variety of materials and techniques—both traditional and contemporary—to plan my artwork or design.</li> <li>• I can follow a brainstorming process to plan a work of art.</li> <li>• I can use a variety of materials and methods to make an artwork.</li> <li>• I can choose materials to create an artwork based on a theme, idea, or concept.</li> <li>• Create original artworks and explain how they are unique to my ideas and vision</li> <li>• I can ensure the artwork reflects my originality while respecting the creations of other artists</li> <li>• I can select artworks that best demonstrate my skills, creativity, and growth throughout the unit</li> </ul>
<a href="#">VA:Cr2A.IIa</a>	<ul style="list-style-type: none"> <li>• I can experiment with printmaking techniques and media.</li> <li>• I can demonstrate my skills using a variety of techniques and materials.</li> <li>• I can independently problem solve and find solutions to a problem.</li> <li>• I can work through challenges as they arrive.</li> </ul>

*\*priority standards indicated in bold*

Digital Art and Design I - Page 8

BOE Approved: 02/19/2026

Patrons with questions about the course should contact [curriculum@fhsdschools.org](mailto:curriculum@fhsdschools.org)

<a href="#">VA:Pr4A.ii</a>	<ul style="list-style-type: none"> <li>● I can select artworks that best demonstrate my skills, creativity, and growth throughout the unit.</li> <li>● I can reflect on how my choices in the creative process helped me express my thoughts and feelings in my artwork.</li> <li>● I can share my own artwork with others during critiques.</li> <li>● I can listen attentively to feedback and suggestions about my artwork from my peers and teacher.</li> <li>● I can ask questions and seek clarification about the feedback I receive during critiques.</li> <li>● I can choose artwork that I feel best represents my skills and personal style for my portfolio, exhibit or event.</li> </ul>
<a href="#">VA:Pr5A.ii</a>	<ul style="list-style-type: none"> <li>● I can evaluate, choose, and use the best methods to display my artwork in a specific place.</li> <li>● I can consider location, media materials, audience and purpose when creating artwork for display.</li> <li>● I can figure out the best way to display my artwork in my portfolio.</li> </ul>
<a href="#">VA:Pr6A.IIa</a>	<ul style="list-style-type: none"> <li>● I can show connections and provide visual evidence between artists or artwork and their social, cultural, and political contexts in my writing.</li> <li>● I can participate in discussions with my peers about artwork, making, explaining, and justifying connections between artists or artwork and their social, cultural, and political history.</li> <li>● I can write an artist's statement that explains the connections in my personal artwork.</li> </ul>
<a href="#">VA:Re7B.II</a>	<ul style="list-style-type: none"> <li>● I can evaluate how effective an image is at influencing the ideas, feelings, and behaviors of a specific audience.</li> <li>● I can analyze and evaluate a work of art by communicating my knowledge of its formal qualities, both verbally and in writing.</li> <li>● I can explain what the artist wanted to convey in their artwork, considering how it looks and who it's meant for.</li> <li>● I can identify, describe, and analyze the formal qualities of a work of art.</li> <li>● I can judge how well artwork works by looking at how it's made and who might like it.</li> </ul>
<a href="#">VA:Re9A.IIa</a>	<ul style="list-style-type: none"> <li>● I can highlight both the strengths and areas for improvement in my peers' work to offer balanced feedback.</li> <li>● I can identify key elements that contribute to the quality of a print.</li> </ul>
<a href="#">VA:Cn10A.II</a>	<ul style="list-style-type: none"> <li>● I can explore and list themes, topics, and ideas that resonate deeply with me to create my art.</li> <li>● I can identify and choose subjects for my art that are unfamiliar to me.</li> <li>● I can determine when research is needed to gain background information and context about the unfamiliar subject</li> <li>● I can experiment with various materials and methods to find the best approach for depicting the unfamiliar subject.</li> <li>● I can reflect on how these new experiences and knowledge enhance my artistic skills and understanding.</li> <li>● I can use source material properly to help plan my art.</li> <li>● I can apply my observations, research, and experimentation to create a detailed and expressive print.</li> </ul>

*\*priority standards indicated in **bold***

*\*priority standards indicated in **bold***

Digital Art and Design I - Page 10

BOE Approved: 02/19/2026

Patrons with questions about the course should contact [curriculum@fhdschools.org](mailto:curriculum@fhdschools.org)

# Unit 4: From Concept to Capstone

Timeframe: 4 weeks

**Unit Description:** In this culminating unit, students will reflect on their growth as digital artists and create a final project that showcases their unique voice, skills, and interests. Centered on choice and creative independence, this unit invites students to select a digital medium—such as digital painting, photo manipulation, animation, or photography—and develop a project that represents their artistic journey or explores a concept with personal meaning that they have experienced throughout the semester. Students will portray their concepts using familiar media and tools from each respective program.

## Enduring Understandings:

- Creativity and innovative thinking are essential skills that can be developed through artistic exploration.
- Artists make choices in materials, media, and techniques to express personal ideas, experiences, and perspectives.
- Art communicates meaning and reflects social, cultural, and personal experiences while viewers interpret artworks in diverse ways, and meaning can evolve through engagement and reflection.
- Experimentation and iteration are essential to refining ideas and achieving artistic goals.
- Design choices influence how intent, mood, and emotion are conveyed in artworks.
- Artists develop excellence through practice, reflection, revision, and constructive critique while considering various techniques, methods, and presentation approaches to effectively communicate ideas.
- Artists and designers experiment with forms, materials, and media to discover effective ways to express their ideas.

## Essential Questions:

- In what ways can I use digital art to express my personal voice, ideas, or experiences?
- What factors make a digital artwork meaningful, and how might meaning differ for the artist versus the viewer?
- How do planning, reflection, and revision influence the development of a successful final piece?
- How can I use design choices in digital media to communicate intent, mood, or emotion effectively?
- How can experimenting with different digital tools change the way you see and represent a subject?

## Unit 4 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#">VA:Cr1A.1a</a>	<ul style="list-style-type: none"> <li>• I can reflect on my existing artwork to identify areas for growth or exploration, and I can create new creative problems or project ideas based on what I've already made. I can do this independently or by collaborating with classmates to brainstorm ways to push my work further.</li> </ul>
<a href="#">VA:Cr1B.1a</a>	<ul style="list-style-type: none"> <li>• I can follow a brainstorming process to plan a work of art.</li> <li>• I can use a variety of materials and methods to make an artwork.</li> </ul>

*\*priority standards indicated in bold*

Digital Art and Design I - Page 11

BOE Approved: 02/19/2026

Patrons with questions about the course should contact [curriculum@fhsdschools.org](mailto:curriculum@fhsdschools.org)

	<ul style="list-style-type: none"> <li>● I can choose materials to create an artwork based on a theme, idea, or concept.</li> <li>● I can create original artworks and explain how they are unique to my ideas and vision</li> <li>● I can ensure the artwork reflects my originality while respecting the creations of other artists</li> <li>● I can select artworks that best demonstrate my skills, creativity, and growth throughout the unit</li> </ul>
<a href="#">VA:Cr2A.II</a>	<ul style="list-style-type: none"> <li>● I can generate multiple diverse ideas for a digital art project based on a given prompt or theme.</li> <li>● I can select and justify the appropriate digital tools and techniques for a specific artistic outcome.</li> <li>● I can effectively use feedback from peers and instructors to refine and enhance my digital artwork.</li> <li>● I can experiment with different digital rendering techniques (e.g., blending modes, brush types, textures) to achieve desired effects.</li> </ul>
<a href="#">VA:Cr3A.IIa</a>	<ul style="list-style-type: none"> <li>● I can give and receive feedback to make revisions.</li> <li>● I can participate in a critique process with my classmates.</li> <li>● I can use feedback to revise my design.</li> <li>● I can discuss ways to improve artwork based on standards supplied by the teacher.</li> </ul>
<a href="#">VA:Pr4A.II</a>	<ul style="list-style-type: none"> <li>● I can select artworks that best demonstrate my skills, creativity, and growth throughout the unit.</li> <li>● I can reflect on how my choices in the creative process helped me express my thoughts and feelings in my artwork.</li> <li>● I can share my own artwork with others during critiques.</li> <li>● I can listen attentively to feedback and suggestions about my artwork from my peers and teacher.</li> <li>● I can ask questions and seek clarification about the feedback I receive during critiques.</li> <li>● I can choose artwork that I feel best represents my skills and personal style for my portfolio, exhibit or event.</li> </ul>
<a href="#">VA:Pr6A.IIa</a>	<ul style="list-style-type: none"> <li>● I can show connections and provide visual evidence between artists or artwork and their social, cultural, and political contexts in my writing</li> <li>● I can participate in discussions with my peers about artwork, making, explaining, and justifying connections between artists or artwork and their social, cultural, and political history</li> <li>● I can write an artist's statement that explains the connections in my personal artwork</li> </ul>
<a href="#">VA:Re7B.IIa</a>	<ul style="list-style-type: none"> <li>● I can recognize and describe my personal aesthetic and emotional responses to both the natural world and human-made environments.</li> </ul>
<a href="#">VA:Re8A.II</a>	<ul style="list-style-type: none"> <li>● I can explore the meanings of digital artworks by actively participating in the creative process myself.</li> <li>● I can understand an artist's choices in digital art by experimenting with similar tools and techniques.</li> </ul>

*\*priority standards indicated in bold*

Digital Art and Design I - Page 12

BOE Approved: 02/19/2026

Patrons with questions about the course should contact [curriculum@fhsdschools.org](mailto:curriculum@fhsdschools.org)

<a href="#">VA:Re9A.IIa</a>	<ul style="list-style-type: none"><li>• I can highlight both the strengths and areas for improvement in my peers' work to offer balanced feedback.</li><li>• I can identify key elements that contribute to the quality of a print.</li></ul>
<a href="#">VA:Cn10.1.IIa</a>	<ul style="list-style-type: none"><li>• I can use <b>observation, research, and experimentation</b> to explore unfamiliar subjects through my artmaking.</li></ul>

*\*priority standards indicated in **bold***

Digital Art and Design I - Page 13

BOE Approved: 02/19/2026

Patrons with questions about the course should contact [curriculum@fhdschools.org](mailto:curriculum@fhdschools.org)