



Digital Art & Design II

Curriculum

Board Approved: 02/19/2026

Course Information

High School Semester course

Prerequisite(s): Introduction to Art, Digital Art & Design I

Course Description:

Digital Art & Design II builds on the foundational skills from Digital Art & Design I or equivalent experience and is designed to advance students' proficiency in visual communication. Students strategically develop and execute complex ideas across digital photography, video production, print design, and motion graphics using industry-standard applications. Emphasis is placed on conceptual development, intentional use of visual elements, and sophisticated technical workflows. Students refine their aesthetic judgment through critique, research, and reflection while creating a cohesive body of work. The course culminates in physical and web-based portfolio pieces that showcase each student's individual artistic voice and readiness for advanced study or professional creative fields.

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.
- Independently plan and complete a multi-step digital art project, moving from initial photographic capture or sketch to a refined final image.
- Use the elements and principles of design to make intentional choices in digital artworks and to explain those choices during critique.

**priority standards indicated in bold*

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

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

priority standards indicated in **bold*

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Unit 1: Idea Driven Digital Art

Timeframe: 4 weeks

Unit Description: In this unit, students use digital photography, photo-manipulation software, and digital painting to translate complex ideas, emotions, and narratives into sophisticated visual statements. Students engage in intensive pre-visualization, developing concept plans that drive all technical and aesthetic decisions. Projects emphasize building strong conceptual frameworks; applying advanced photographic techniques; and using transformative editing and digital painting to create layered, idea-driven compositions. By the end of the unit, students produce a series of conceptual works and accompanying artist statements that demonstrate both technical mastery and intentional, nuanced communication.

Enduring Understandings:

- Creativity and innovative thinking are independently applied through experimentation with materials, forms, concepts, and techniques.
- Artists refine ideas and skills over time through reflection, revision, and constructive critique while shaping their work by exploring and challenging traditions to communicate personal ideas, experiences, or perspectives.
- Artists make meaning and express ideas through art-making, developing awareness of their perceptions, knowledge, experiences, and consider techniques, methods, and context when selecting, preserving, and presenting artworks.
- Art communicates social, cultural, and political experiences, fostering understanding and appreciation.
- Visual imagery influences understanding of and responses to the world.
- People interpret and evaluate art based on experience, criteria, and engagement with the creative process.

Essential Questions:

- In what ways can digital art be used to express your personal voice, ideas, or experiences?
- What factors make a digital artwork meaningful, both for the artist and the viewer?
- How do planning, reflection, and revision influence the outcome of a digital artwork?
- How does an artist's idea or concept guide the choices they make throughout the creation of digital art?
- Why might pre-visualization and planning be important when creating idea-driven digital art?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
VA:Cr1A.11la	<ul style="list-style-type: none"> ● I can imagine and plan how to create art and design that can make a difference in society. ● I can make mind maps and quick sketches to plan artworks that express ideas

**priority standards indicated in bold*

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	about social and cultural change.
VA:Cr1B.IIIa	<ul style="list-style-type: none"> ● I can use my concept plan to research art styles, periods, and techniques. ● I can use my concept plan to document, record, and plan my artwork. ● I can use a variety of materials and methods to make an artwork. ● I can choose materials to create an artwork based on a theme, idea, or concept.
VA:Cr2A.IIIa	<ul style="list-style-type: none"> ● I can choose a theme that means a lot to me and make several prints about it. ● I can use the design process to plan, test out ideas, and create multiple pieces of art. ● I can experiment with different techniques and materials to see what works best for my theme. ● I can make a plan for my artwork in my sketchbook by including elements that are personally significant to me. ● I can show what I've learned about printmaking by making multiple artworks. ● I can explore multiple digital art processes to find out how they can help me convey my ideas or concepts.
VA:Cr3A.IIIa	<ul style="list-style-type: none"> ● I can think about, improve, and refine my artworks or designs, using both traditional and modern standards, as well as my own artistic vision. ● I can assess both my own work and that of others using different criteria. ● I can give feedback, speaking or writing, about what works and what doesn't in someone's art, using evidence from the artwork itself. ● I can think about why I used certain techniques, why I designed the image the way I did, and which artists inspired me, to improve my artworks.
VA:Pr4A.IIIa	<ul style="list-style-type: none"> ● I can select artworks that best demonstrate my skills, creativity, and growth throughout the unit. ● I can reflect on how my choices in the creative process helped me express my thoughts and feelings in my artwork. ● I can share my own artwork with others during critiques. ● I can listen attentively to feedback and suggestions about my artwork from my peers and teacher. ● I can ask questions and seek clarification about the feedback I receive during critiques. ● I can choose artwork that I feel best represents my skills and personal style for my portfolio, exhibit or event.
VA:Pr6A.IIIa	<ul style="list-style-type: none"> ● I can organize objects, artifacts, or artwork to help people understand social, cultural, or political experiences better. ● I can organize an art show in a gallery by choosing which pieces from my portfolio to include. ● I can study my own artwork and that of my peers, considering how to express meaning and provoke reactions through the way the artwork is displayed.
VA:Re7B.IIIa	<ul style="list-style-type: none"> ● I can understand how the cultural background and historical context influence the creation of artworks within a specific culture or time period. ● I can recognize patterns or trends in the styles, techniques, or subject matter used by these artists.

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	<ul style="list-style-type: none"> ● I can explain the concept of intertextuality and how it relates to the connections between different texts or artworks.
VA:Re8A.IIIa	<ul style="list-style-type: none"> ● I can analyze various interpretations of artworks, considering factors like personal experiences and cultural context, to develop an understanding of their meaning. ● I can support my analysis of artworks with textual evidence from reputable sources, constructing well-reasoned arguments that contribute to a deeper appreciation of the artwork. ● I can analyze artwork(s) by identifying significant elements, exploring their relationships to each other and the whole, and identifying patterns to understand the artwork's meaning and significance. ● I can pose questions about the artwork(s) and provide solutions supported by evidence, demonstrating a deep understanding of why the artwork is as it is and how it conveys meaning. ● I can analyze my work in my artist statement. ● I can write about my artwork, explaining why I made it, what inspired me, and how I made it. ● I can talk about what my artwork means, why it's important to me, and how I created it.
VA:Re9A.IIIa	<ul style="list-style-type: none"> ● I can judge a piece of art or a group of artworks using different standards. ● I can look at various standards used to judge art. ● I can pick criteria to judge artworks. ● I can judge artworks, whether my own or others', using specific criteria.
VA:Cn10A.IIIa	<ul style="list-style-type: none"> ● I can create a print that has personal meaning. ● I can create a concept for a print that ties to my personal connections.

priority standards indicated in **bold*

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Unit 2: Precision and Play

Timeframe: 4 weeks

Unit Description: In this unit, students will master advanced tools and techniques in a variety of digital art applications while simultaneously fostering a spirit of innovative exploration. Students will learn to harness the precision required for intricate design and seamless compositing, applying sophisticated methods to refine their artistic processes. Concurrently, students will embrace play through conceptual risk-taking, abstract thinking, and the imaginative synthesis of diverse ideas. Through this balance, students will create impactful digital artworks that not only demonstrate technical prowess but also thoughtfully engage with and comment on how visual and material culture defines, shapes, enhances, inhibits, or empowers people's lives. The unit culminates in the strategic presentation and justification of their work, emphasizing how artistic choices communicate meaning and contribute to broader societal and cultural understanding.

Enduring Understandings:

- Artists and designers shape artistic investigations by experimenting with forms, materials, media, concepts, and methods, sometimes following or intentionally breaking traditions, to pursue creative goals.
- People create and interact with objects, spaces, and designs that shape, enhance, and empower their lives and communities.
- Artists, curators, and presenters make choices about techniques, presentation, curation, and preservation, considering evolving technologies and cultural contexts.
- Engagement with art deepens aesthetic and empathetic awareness, fostering understanding of self, others, the natural world, and constructed environments.
- Visual imagery and artistic expression influence how people perceive, interpret, and respond to the world.
- Through art-making, people make meaning by investigating perceptions, knowledge, experiences, and personal expression.
- Advanced digital techniques allow artists not just to represent reality, but to strategically shape how audiences perceive and respond to ideas.

Essential Questions:

- In what ways do artists and designers plan and anticipate the potential impact of their work on different audiences or communities?
- How can advanced digital techniques expand or deepen the ways artists express personal meaning?
- How might the presentation or context of digital artwork shape how viewers interpret and respond to it?
- What approaches or strategies do artists use to create work that resonates over time and influences culture?
- How do different critical perspectives and evaluation criteria lead to multiple interpretations of the same digital artwork?
- How can you use digital art to challenge assumptions or invite viewers to reconsider an issue?

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Unit 2 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
VA:Cr1B.IIIa	<ul style="list-style-type: none"> ● I can use my concept plan to research art styles, periods, and techniques. ● I can use my concept plan to document, record, and plan my artwork. ● I can use a variety of materials and methods to make an artwork. ● I can choose materials to create an artwork based on a theme, idea, or concept.
VA:Cr2A.IIIa	<ul style="list-style-type: none"> ● I can choose a theme that means a lot to me and make several artworks about it. ● I can use the design process to plan, test out ideas, and create multiple pieces of art. ● I can experiment with different techniques and materials to see what works best for my theme. ● I can make a plan for my artwork in my sketchbook by including elements that are personally significant to me. ● I can show what I've learned about digital art by making multiple artworks. ● I can explore multiple digital art processes to find out how they can help me convey my ideas or concepts.
VA:Pr4A.IIIa	<ul style="list-style-type: none"> ● I can select artworks that best demonstrate my skills, creativity, and growth throughout the unit. ● I can reflect on how my choices in the creative process helped me express my thoughts and feelings in my artwork. ● I can share my own artwork with others during critiques. ● I can listen attentively to feedback and suggestions about my artwork from my peers and teacher. ● I can ask questions and seek clarification about the feedback I receive during critiques. ● I can choose artwork that I feel best represents my skills and personal style for my portfolio, exhibit or event.
VA:Re9A.IIIa	<ul style="list-style-type: none"> ● I can judge a piece of art or a group of artworks using different standards. ● I can look at various standards used to judge art. ● I can pick criteria to judge artworks. ● I can judge artworks, whether my own or others', using specific criteria.
VA:Cn10A.IIIa	<ul style="list-style-type: none"> ● I can create a print that has personal meaning. ● I can create a concept for a print that ties to my personal connections.
VA:Cr2C.IIIa	<ul style="list-style-type: none"> ● I can use visual symbols to enhance the content of my work. ● I can look at art and design, also processes and places, and consider how it could change to fit into today's needs. ● I can create artwork and write an artist statement that makes connections to our visual culture.

**priority standards indicated in bold*

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VA:Re7B.II	<ul style="list-style-type: none"> ● I can evaluate how effective an image is at influencing the ideas, feelings, and behaviors of a specific audience. ● I can analyze and evaluate a work of art by communicating my knowledge of its formal qualities, both verbally and in writing. ● I can explain what the artist wanted to convey in their artwork, considering how it looks and who it's meant for. ● I can identify, describe, and analyze the formal qualities of a work of art. ● I can judge how well artwork works by looking at how it's made and who might like it.
VA:Pr5A.II	<ul style="list-style-type: none"> ● I can evaluate, choose, and use the best methods to display my artwork in a specific place. ● I can consider location, media materials, audience and purpose when creating artwork for display. ● I can figure out the best way to display my artwork in my portfolio.
VA:Re.7A.II	<ul style="list-style-type: none"> ● I can use digital art to understand myself better, exploring my own emotions, thoughts, and identity through digital creation. ● I can gain insight into the lives of others, the natural world, and or constructed environments by exploring their digital artistic expressions.

priority standards indicated in **bold*

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Unit 3: Mastering Digital Visions

Timeframe: 5 weeks

Unit Description: In this unit, students learn to become independent digital artists, driving their creative process from conception to completion based on a unique, self-directed inquiry. Students will design and execute a substantial body of work. The unit emphasizes originality of thought, depth of conceptual exploration, and the masterful application of digital media to communicate their chosen inquiry, culminating in a refined, professional portfolio piece that reflects their individual artistic voice and innovative problem-solving skills.

Enduring Understandings:

- Artists and designers explore ideas and methods, following or breaking traditions, to reach creative goals.
- Independently experimenting with forms, materials, concepts, media, and techniques helps artists discover new ways to express themselves.
- Art and design can deepen experiences, impact communities, and influence how people live and interact.
- Artists and curators make thoughtful choices about techniques, presentation, and venues to communicate meaning effectively.
- Collections of art and artifacts communicate stories about cultures, history, and significant events, fostering understanding and appreciation.
- Creating art allows people to reflect on and understand their ideas, experiences, and perceptions more deeply.

Essential Questions:

- How might experimenting with different ideas and methods influence the way artists reach their creative goals?
- In what ways can exploring various forms, textures, and digital media lead artists to discover new ways to express themselves?
- How can digital art and design impact people's lives or contribute to a community?
- What decisions do artists and curators make when preparing artwork for display, and how do these choices affect the message it conveys?
- How do collections of art, including digital collections, reveal stories about different cultures, historical periods, or significant events?
- How does the process of creating art deepen our understanding of ourselves, our ideas, and our experiences?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
VA:Cr1B.11la	<ul style="list-style-type: none"> • I can use my concept plan to research art styles, periods, and techniques. • I can use my concept plan to document, record, and plan my artwork. • I can use a variety of materials and methods to make an artwork. • I can choose materials to create an artwork based on a theme, idea, or concept.
VA:Cr2A.11la	<ul style="list-style-type: none"> • I can choose a theme that means a lot to me and make several artworks

**priority standards indicated in bold*

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	<p>about it.</p> <ul style="list-style-type: none"> ● I can use the design process to plan, test out ideas, and create multiple pieces of art. ● I can experiment with different techniques and materials to see what works best for my theme. ● I can make a plan for my artwork in my sketchbook by including elements that are personally significant to me. ● I can show what I've learned about digital art by making multiple artworks. ● I can explore multiple digital art processes to find out how they can help me convey my ideas or concepts.
VA:Cr2C.IIIa	<ul style="list-style-type: none"> ● I can use visual symbols to enhance the content of my work. ● I can look at art and design, also processes and places, and consider how it could change to fit into today's needs. ● I can create artwork and write an artist statement that makes connections to our visual culture.
VA:Pr4A.IIIa	<ul style="list-style-type: none"> ● I can select artworks that best demonstrate my skills, creativity, and growth throughout the unit. ● I can reflect on how my choices in the creative process helped me express my thoughts and feelings in my artwork. ● I can share my own artwork with others during critiques. ● I can listen attentively to feedback and suggestions about my artwork from my peers and teacher. ● I can ask questions and seek clarification about the feedback I receive during critiques. ● I can choose artwork that I feel best represents my skills and personal style for my portfolio, exhibit or event.
VA:Pr6A.IIIa	<ul style="list-style-type: none"> ● I can organize objects, artifacts, or artwork to help people understand social, cultural, or political experiences better. ● I can organize an art show in a gallery by choosing which pieces from my portfolio to include. ● I can study my own artwork and that of my peers, considering how to express meaning and provoke reactions through the way the artwork is displayed.
VA:Re7B.IIIa	<ul style="list-style-type: none"> ● I can understand how the cultural background and historical context influence the creation of artworks within a specific culture or time period. ● I can recognize patterns or trends in the styles, techniques, or subject matter used by these artists. ● I can explain the concept of intertextuality and how it relates to the connections between different texts or artworks.
VA:Re9A.IIIa	<ul style="list-style-type: none"> ● I can judge a piece of art or a group of artworks using different standards. ● I can look at various standards used to judge art. ● I can pick criteria to judge artworks. ● I can judge artworks, whether my own or others', using specific criteria.
VA:Cn10A.IIIa	<ul style="list-style-type: none"> ● I can create a print that has personal meaning. ● I can create a concept for a print that ties to my personal connections.

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