<table>
<thead>
<tr>
<th>Unit/Days</th>
<th>Standard Number</th>
<th>Standard</th>
<th>Resources</th>
<th>Vocabulary</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1/10 days</td>
<td></td>
<td>Identify connections between major world events and societal issues and the ways artists have responded to these through their work, reflecting a diversity of cultures and ethnicities.</td>
<td>Adobe Photoshop, MacLab, MacPro Computers, Digital Cameras, Card Readers, USB Cords, Internet Connection, Elements and Principles, LearningConnection.doc.in.gov, Example Images from Internet (Photoshopped images, etc.), File on Computer, Teacher Lecture, Teacher Demonstration, Grading Rubric, Deviantart.com, Google Sites, Microphones, Garageband, iMovie, Web Search for photoshopped images, Google Presentations, School provided teacher, Apple laptop</td>
<td>Photoshopping Composition, Rule of Thirds, Collage, Montage, Propaganda, Horizon Line, Elements Principles, Resolution, Juxtaposing, Found-Object Art, Digital, Graphics, Local Root Folder, container, Div Tag, JQuery, CSS, Web Template, Portfolio, Elements of Art: Line, Shape, Color, Value, Texture, Shape/Form, Space, Principles of Art: Unity (Harmony), Variety, Emphasis (focal point), Balance, Movement, Rhythm, Proportion</td>
<td>• Refresher to the Mac OS: Dock, saving, access files, importing pictures, flash drives, folders, snapping pictures from internet, etc. • Students will create several sample images that experiment with a variety of key photoshop tools and techniques: Creating a new Canvas, Resize canvas, Transform Options, Pixels, Layers, Liquify, Lasso, Selection Tools, Clone Stamp, Copy, Paste, Undo, Redo, text tool, Adjustment layers, Masks • Digital Photography and Photoshop • Examine the Elements and Principles and see how they relate to design and photography • Students create or add to their existing google site, to include examples of their work in class • Students will upload finished projects to the class centervillemlab.deviantart.com page • Students will record their &quot;self-critique&quot; to link to their webpage with either iMovie or Garageband, they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) • Students must create a google presentation on how graphic design and the visual arts have impacted major world events or society issues (Projects Include: • Participate in Demonstrations • Oral Critique • Sound or Video clip on the student website • Finished Exercises • Finished Projects • Google Presentation on the impact of visual art and design • Photo Assignments of the week: 1. Time Lapse; setting and camera angle stays the exact same, but the subjects change at random (park bench every 10 minutes) 2. Self-Portrait; overact, dress up, and use props</td>
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<td>H.1.1 PROFICIENT</td>
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<td>H.1.8 ADVANCED</td>
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<td>Know the responsibilities of and the need for individual art patrons in the community.</td>
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<td>H.1.9 PROFICIENT</td>
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<td>Analyze impact of the arts community and culture on local, state, and national economies.</td>
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<tr>
<td>H.2.3 PROFICIENT</td>
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<td>Identify art and artifacts from major movements and time-periods and place them on a timeline.</td>
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<td>H.3.1 PROFICIENT</td>
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<td>H.3.2 PROFICIENT</td>
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<td>Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context.</td>
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<td>H.4.2 PROFICIENT</td>
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<td>Listen to and read alternative responses to works of art from peers, artists, and philosophers.</td>
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<td>Manipulated Self-Portraits</td>
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<tr>
<td>Juxtaposing Self into Famous Artwork</td>
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<tr>
<td>Juxtaposing Self into Historical Photograph</td>
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<tr>
<td>Me and My Clones: Interactive Portrait; decide on a location and action then have someone photo you posing so the resulting figures will be interacting when placed together. (leapfrog, human pyramid, etc)</td>
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<td>Students must create a google presentation on how graphic design and the visual arts have impacted major world events or society issues (Projects Include: • Participate in Demonstrations • Oral Critique • Sound or Video clip on the student website • Finished Exercises • Finished Projects • Google Presentation on the impact of visual art and design • Photo Assignments of the week: 1. Time Lapse; setting and camera angle stays the exact same, but the subjects change at random (park bench every 10 minutes) 2. Self-Portrait; overact, dress up, and use props</td>
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Curriculum Mapping
Digital Design
Semester
<table>
<thead>
<tr>
<th>Unit 2/Digital Photography and Illustration</th>
<th>Identify iconography in an artist’s work or a body of work and analyze the meaning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Found-Object ABC Photography; enhance each photo, emphasizing the letter they are showcasing.</td>
<td>Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.</td>
</tr>
<tr>
<td>• Digital Collage of finished Letters</td>
<td>Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research.</td>
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<td>H.1.3 PROFICIENT</td>
<td>Recognize and compare works of art, identifying them by artist, period, style, and geographic location.</td>
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<tr>
<td>H.1.5 ADVANCED</td>
<td>Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.</td>
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<td>H.2.1 PROFICIENT</td>
<td>Analyze how the visual organization of a work affects the communication of ideas and suggest alternatives, using appropriate terminology.</td>
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<td>H.3.1 ADVANCED</td>
<td>Identify and apply theories of art when making informed judgments about works of art.</td>
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<tr>
<td>H.3.2 PROFICIENT</td>
<td>Listen to and read alternative responses to works of art from peers, artists, and philosophers.</td>
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<td>H.4.1 PROFICIENT</td>
<td>Adobe Photoshop MacLab MacPro Computers Digital Cameras Card Readers USB Cords Internet Connection Elements and Principles LearningConnection.doc.in.gov Example Images from Internet (Photoshopped images, etc) File on Computer Teacher Lecture Teacher Demonstration Grading Rubric iMovie Garageband Deviantart.com Google Sites Microphones Fotobabble School provided teacher Apple laptop Walking field trip through parts of Centerville Artists:</td>
</tr>
<tr>
<td>H.4.2 PROFICIENT</td>
<td>Photoshop Composition Rule of Thirds Collage Montage Propaganda Horizon Line Elements Principles Resolution Juxtaposing Found-Object Art Digital Graphics Local Root Folder .container Div Tag jQuery CSS Web Template Portfolio Elements of Art: Line Shape Color Value Texture Shape/Form Space Principles of Art: Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm Proportion</td>
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<td>• Students create or add to their existing google site, to include examples of their work in class</td>
<td>• Students will upload finished projects to the class centervillemaclab.deviantart.com page</td>
</tr>
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<td>• Students will complete and submit the hometown photography images for display</td>
<td>• Students will record their “self-critique” to link to their webpage with either iMovie or Garageband, they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness)</td>
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<tr>
<td>• Students will make a Google doc with three images and a description that represents the timeline of photography</td>
<td>• Students will see a progression of photographic imagery from beginning to now. They will discuss how technology has changed for the better in relation to digital design.</td>
</tr>
<tr>
<td>• (Projects Include: Found Object Photographs Digital Collage of finished images Photo Assignments of the week: 3. Pet’s Eye View; How would you see the world if you were a dog? A Hamster? Shoot a series of images from the perspective of your pet’s eye level 4. After Dark; Shoot after dark. moonlight, star trails, vehicle tail lights, tail light trails, downtown buildings, light-painting with a long exposure and a flashlight over parts of the scene)</td>
<td></td>
</tr>
</tbody>
</table>
Applications and Digital Media

Unit 3

• Style.
  - Propaganda
digital artwork
to design a
blending tools
effects and
graphics,
of text,
multiple layers
express. Use
you want to
have a strong
opinion on, or
decide upon
an issue you

Social Issue
Montage; decide upon
an issue you
have a strong
opinion on, or
a viewpoint
you want to
express. Use
multiple layers
of text,
graphics, effects and
blending tools
to design a
propaganda-
style.

| H.1.2          | PROFICIENT | Identify function in artwork and how it relates to the history, aesthetics, and culture of a work |
| H.1.3          | PROFICIENT | Identify iconography in an artist’s work or a body of work and analyze the meaning. |
| H.1.5          | PROFICIENT | Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio. |
| H.1.6          | ADVANCED   | Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research. |
| H.3.1          | PROFICIENT | Identify the knowledge and skills gained in art experiences that transfer to daily life. |
| H.3.2          | PROFICIENT | Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology. |
| H.3.3          | PROFICIENT | Analyze how the visual organization of a work affects the communication of ideas and suggest alternatives, using appropriate terminology. |
| H.4.1          | PROFICIENT | Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context. |
| H.4.2          | PROFICIENT | Identify and apply theories of art when making informed judgments about works of art. |
| H.4.3          | PROFICIENT | Listen to and read alternative responses to works of art from peers, artists, and philosophers. |
| H.4.4          | PROFICIENT | Analyze the views of an aesthetician. |

Adobe Photoshop
MacLab
MacPro Computers
Digital Cameras
Card Readers
USB Cords
Internet Connection
Elements and Principles
LearningConnection.doc.in.gov
Example Images from
Internet (Photoshopped
images, etc)
File on Computer
Teacher Lecture
Teacher Demonstration
Grading Rubric
Deviantart.com
Google Sites
Microphones
Garageband
iMovie
Prezi
Richmond Art Museum
School provided teacher
Apple laptop
Redlaser
Google Forms
Tagzeda or Wordle

Photoshopping
Composition
Rule of Thirds
Collage
Montage
Propaganda
Horizon Line
Elements
Principles
Resolution
Juxtaposing
Found-Object Art
Digital Graphics
Local Root Folder
.container
div tag
jQuery
CSS
Web Template
Portfolio

Elements of Art:
Line
Shape
Color
Value
Texture
Shape/Form
Space
Principles of Art:
Unity (Harmony)
Variety
Emphasis (focal point)
Balance
Movement
Rhythm
Proportion

• Students create or add to their existing google site, to include examples of their work in class
• Students will upload finished projects to the class
  centervillemaclab.deviantart.com
• Students will record their "self-critique" to link to their webpage with either iMovie or Garageband. They should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness)
• Students create a Prezi that explains the importance of their social issue
• Students will participate in a discussion at the Richmond Art Museum in relation to “what is art”
• Students must create a QR Code with redlaser to add into their designs to take people to a website that provides more information on their topic
• Create a word cloud with tagzeda that includes all of the words associated with their Public Service Announcement
• Students will use google forms to "poll" the students at Centerville on something related to their topic (send to class of .... remembering it goes to all staff too).

• Projects Include:
  • Completion of the Project handout,
  • Participation in Demonstrations
  • Oral Critique
  • Midterm idea and Sketched design
  • Sound or Video clip on the student website
  • Finished Prezi
  • Discussion at Richmond Art Museum
  • Social Issue Montage
  • Tagzedo or Wordle Word Cloud
  • QR Code in design
• Photo Assignments of the week:
  5. A Collection of “Somethings;” could be feet, garbage cans, vegetables, bicycles-you name it! Get creative, try to pick a theme you don’t usually see in pictures.
  6. Color Challenge; go downtown and choose a color. Shoot only objects of that color. Assemble the best images into a mosaic
### Unit 4: Visual Communication Skills

- **Hometown Photography:** series of 5, highlight points of interest in our city park, downtown area, or city limits. Focus on unique perspectives and angles. Use Photoshop to enhance each photo, adding visual effects and filters. Tell the story of Centerville.
- **Finished prints** are framed and displayed in the town’s library or business.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Level</th>
<th>Description</th>
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**Adobe Photoshop**
- MacLab
- MacPro Computers
- Digital Cameras
- Card Readers
- USB Cords
- Internet Connection
- Elements and Principles
- LearningConnection.doe.in.gov
- Example Images from Internet (Photoshopped images, etc)
- File on Computer
- Teacher Lecture
- Teacher Demonstration
- Grading Rubric
- Deviantart.com
- Google Sites
- Microphones
- Garageband
- iMovie
- Erly.com
- School provided teacher
- Apple laptop
- Display space in local businesses
- Walking trip through various parts of Centerville

**Photoshopping Composition**
- Rule of Thirds
- Collage
- Montage
- Propaganda
- Horizon Line
- Elements Principles Resolution Juxtaposing
- Found-Object Art Digital Graphics
- Local Root Folder .container
- Div Tag
- jQuery
- CSS
- Web Template Portfolio
- Elements of Art: Line Shape Color Value Texture Shape/Form Space
- Principles of Art: Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm Proportion

**Projects Include:**
- Completion of the Project handout,
- Hometown Photography image series (5)
- Participation in Demonstrations
- Oral Critique
- Sound or Video clip on the student website
- Erly about using hometown photography
- Photo Assignments of the week:
  7. Beautiful and Simple Shape; utilize lighting and focus to make it interesting
  8. Path, Road, or trail that leads the viewer’s eye through the frame.

**Students create or add to their existing google site, to include examples of their work in class**
- Students will upload finished projects to the class centervillemaclab.deviantart.com page
- Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. They should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self-awareness)
- Students will use Erly to show examples of how your hometown photography could be used in advertising and mass media. Students must use 10 photos, 5 notes, 5 links, and 1 video. All photos and videos must have comments.
**Unit 5: Web Design**
- **Dreamweaver Site**, based on the “photography business site” in the book; tailor it to work as your portfolio of art work from your high school art classes.
- Use Photoshop and the digital camera to develop a personal logo.

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MacLab
MacPro Computers
Digital Cameras
Card Readers
USB Cords
Internet Connection
Elements and Principles
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| Photoshop

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<td>Students use Glogster to briefly explain how the internet makes things easier for businesses, social networking, and staying connected</td>
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<td>Original website based on book template</td>
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<td>Projects Include:</td>
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<td>Completion of the Project handout, Participation in Demonstrations, Oral Critique, Sound or Video clip on the student website</td>
<td></td>
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<tr>
<td>Finished Glogster</td>
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<tr>
<td>Finished website that is tailored to work as their own portfolio</td>
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<tr>
<td>Photo Assignments of the week: 9. Earth Tones; use contrast and composition to provide visual excitement 10. Reflections; puddles, mirrors, windows, etc</td>
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</table>
Unit 6: Midterm Project

Layout

- School Event/ Organization Poster Design
- School Event/ Organization Logo Design
- School Event/ Organization T-Shirt Design

Graduation, Sports Team or Club, Specific Class, Wellness Center, Academic Teams, Summer Conditioning,

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<th>Proficiency Level</th>
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<td>Identify connections between visual arts education and potential job offerings in the community and beyond.</td>
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<td>Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.</td>
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<td>Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research.</td>
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<td>H.1.7 PROFICIENT</td>
<td>Critique art experienced at local and state museums, exhibits, movie theaters, other arts-related establishments, public art, and digital resources, then analyze the effect of these experiences upon daily life.</td>
</tr>
<tr>
<td>H.1.7 ADVANCED</td>
<td>Critique art experienced at local and state museums, exhibits, movie theaters, other arts-related establishments, public art, and digital resources, then analyze the effect of these experiences upon daily life through writing and discussion.</td>
</tr>
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<td>H.3.1 PROFICIENT</td>
<td>Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.</td>
</tr>
<tr>
<td>H.3.1 ADVANCED</td>
<td>Analyze how the visual organization of a work affects the communication of ideas and suggest alternatives, using appropriate terminology.</td>
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<td>H.4.1 PROFICIENT</td>
<td>Identify and apply theories of art when making informed judgments about works of art.</td>
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<tr>
<td>H.4.2 PROFICIENT</td>
<td>Listen to and read alternative responses to works of art from peers, artists, and philosophers.</td>
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Photo Assignments of the week:
- Fotobabble on another artist’s work
- Website Checkpoint
- Sound or Video clip on the student’s experience, then analyze the effect of these experiences upon daily life.
- Students will visit a local design business to see how they make decisions when creating designs for retail or for specific clients. Students will have an oral discussion when they return about the experience.
- Students create or add to their existing google site, to include examples of their work in class and the class centervillemaclab.deviantart.com page.
- Student websites will be checked for accuracy, see if they are up to date, and ensure the quality of work is sufficient. All finished projects should be uploaded and portfolio quality.
- Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. They should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self-awareness).
- Students will use Fotobabble to to share what they like from another artist’s advertisement/logo/t-shirt design, and how they can relate it to this project.
- Students will visit a local design business to see how they make decisions when creating designs for retail or for specific clients. Students will have an oral discussion when they return about the experience.

Elements of Art:
- Line
- Shape
- Color
- Value
- Texture
- Form
- Space

Principles of Art:
- Unity (Harmony)
- Variety
- Emphasis (focal point)
- Balance
- Movement
- Rhythm
- Proportion

Materials Provided:
- Adobe Photoshop
- MacLab
- MacPro Computers
- Digital Cameras
- Card Readers
- USB Cords
- Internet Connection
- Elements and Principles LearningConnection.doc.in.gov
- Example Images from Internet (Photoshopped images, etc)
- File on Computer
- Teacher Lecture
- Teacher Demonstration
- Grading Rubric
- Deviantart.com
- Google Sites
- Microphones
- Garageband
- iMovie
- Fotobabble
- Circle E or another t-shirt or graphic design shop in the local community
- Fotobabble School provided teacher
- Apple laptop
- Adobe Photoshop
- Composition
- Rule of Thirds
- Collage
- Montage
- Propaganda
- Horizon Line
- Elements
- Principles
- Resolution
- Juxtaposing
- Found-Object Art
- Digital Graphics
- Local Root Folder 
- .container
- Div Tag
- jQuery
- CSS
- Web Template
- Portfolio

Elements of Art:
- Line
- Shape
- Color
- Value
- Texture
- Form
- Space

Principles of Art:
- Unity (Harmony)
- Variety
- Emphasis (focal point)
- Balance
- Movement
- Rhythm
- Proportion

• Students Create or add to their existing google site, to include examples of their work in class.
• Students will upload finished projects to the class centervillemaclab.deviantart.com page.
• Student websites will be checked for accuracy, see if they are up to date, and ensure the quality of work is sufficient. All finished projects should be uploaded and portfolio quality.
• Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. They should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self-awareness).
• Students will use Fotobabble to to share what they like from another artist’s advertisement/logo/t-shirt design, and how they can relate it to this project.
• Students will visit a local design business to see how they make decisions when creating designs for retail or for specific clients. Students will have an oral discussion when they return about the experience.

• Projects include:
  - Completion of the Project handout
  - Fotobabbles of artist’s work
  - Participation in Demonstrations
  - Oral Critique
  - Original Poster Design
  - Original Logo Design
  - Original T-Shirt Design
  - Website Checkpoint
  - Sound or Video clip on the student’s website
  - Fotobabble on another artist’s work
  - Photo Assignments of the week:
    - Parallel Lines
    - Metal Object or Surface
H.1.1 ADVANCED
Hypothesize about future developments in the arts based on current social, political, economic, technological, environmental, and historical trends

H.1.2 PROFICIENT
Identify function in artwork and how it relates to the history, aesthetics, and culture of a work

H.1.2 ADVANCED
Compare works of art for function and identify relationships in terms of history, aesthetics, and culture

H.1.3 PROFICIENT
Identify iconography in an artist’s work or a body of work and analyze the meaning.

H.1.3 ADVANCED
Analyze how forms and icons have been appropriated and modified through the ages

H.1.4 PROFICIENT
Identify connections between visual arts education and potential job offerings in the community and beyond

H.1.5 PROFICIENT
Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.

H.1.5 ADVANCED
Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research.

H.1.7 PROFICIENT
Critique art experienced at local and state museums, exhibits, movie theaters, other arts-related establishments, public art, and digital resources, then analyze the effect of these experiences upon daily life.

H.1.7 ADVANCED
Critique art experienced at local and state museums, exhibits, movie theaters, other arts-related establishments, public art, and digital resources, then analyze the effect of these experiences upon daily life through writing and discussion.

H.3.1 PROFICIENT
Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.

H.3.1 ADVANCED
Analyze how the visual organization of a work affects the communication of ideas and suggest alternatives, using appropriate terminology.

H.3.2 PROFICIENT
Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context.

H.4.1 PROFICIENT
Identify and apply theories of art when making informed judgments about works of art.

H.4.2 PROFICIENT
Listen to and read alternative responses to works of art from peers, artists, and philosophers.

Adobe Photoshop
MacLab
MacPro Computers
Digital Cameras
Card Readers
USB Cords
Internet Connection
Elements and Principles
LearningConnection.doc.in.g
ev
Example Images from
Internet (Photoshopped
images, etc)
File on Computer
Teacher Lecture
Teacher Demonstration
Grading Rubric
Deviantart.com
Google Sites
Microphones
Garageband
iMovie
Professional Photographer as
a guest speaker (jade matters)
School provided teacher
Apple laptop
Photoshopping
Composition
Rule of Thirds
Collage
Montage
Propaganda
Horizon Line
Elements
Principles
Resolution
Juxtaposing
Found-Object Art
Digital Graphics
Local Root Folder
.container
Div Tag
jQuery
CSS
Web Template
Portfolio
Elements of Art:
Line
Shape
Color
Value
Texture
Shape/Form
Space
Principles of Art:
Unity (Harmony)
Variety
Emphasis (focal point)
Balance
Movement
Rhythm
Proportion

• Students create or add to their existing google site, to include examples of their work in class
• Students will upload finished projects to the class
centervillemaclab.deviantart.com
page
• Students will record their “self-critique” to link to their webpage
with either iMovie or Garageband. They should discuss their thought
process for choosing the images, the elements and principles they
incorporated, their feelings towards their final design, and the most
valuable lesson they learned (could be a technique, design concept, or
self-awareness)
• Students will engage in discussion with or after a guest speaker in
relation to the photography business venture. Students will discuss how
they can incorporate what they observed in their final exam project.
• Class discussion on how technology has changed the way we access and
create art and music.

• (Projects Include:)
• Completion of the Project handout
• Participation in Demonstrations
• Oral Critique
• Sound or Video clip on the student website
• Finished Graduation Invitation
• 3 Finished, printed, and cut 3x5 senior pictures
• Finished RSVP card
• Finished Envelope will serve as extra credit
• Photo Assignments of the week:
  13. Photo of a Photo; be creative with composition and don’t just be a
copy machine
  14. Photo that features stripes in some way
<table>
<thead>
<tr>
<th>Unit 8/Personal Branding and Corporate Identity</th>
<th>Webpage</th>
<th>Uniform T-shirt design</th>
<th>Brochure</th>
<th>Business Cards</th>
<th>Letterhead</th>
<th>Billboard</th>
<th>Signage</th>
<th>Company</th>
<th>Apple laptop</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.1.1 PROFICIENT</td>
<td>Identify connections between major world events and societal issues and the ways artists have responded to these through their work, reflecting a diversity of cultures and ethnicities.</td>
<td>Adobe Photoshop</td>
<td>MacLab</td>
<td>MacPro Computers</td>
<td>Digital Cameras</td>
<td>Card Readers</td>
<td>USB Cords</td>
<td>Internet Connection</td>
<td>Adobe Photoshop</td>
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<tr>
<td>H.1.2 PROFICIENT</td>
<td>Identify function in artwork and how it relates to the history, aesthetics, and culture of a work.</td>
<td>MacLab</td>
<td>Digital Cameras</td>
<td>Card Readers</td>
<td>USB Cords</td>
<td>Internet Connection</td>
<td>Elements and Principles</td>
<td>LearningConnection.doe.in.gov</td>
<td>Example Images from Internet</td>
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<tr>
<td>H.1.2 ADVANCED</td>
<td>Compare works of art for function and identify relationships in terms of history, aesthetics, and culture.</td>
<td>Card Readers</td>
<td>USB Cords</td>
<td>Internet Connection</td>
<td>Elements and Principles</td>
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<td>H.1.3 PROFICIENT</td>
<td>Identify iconography in an artist’s work or a body of work and analyze the meaning.</td>
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<td>H.1.4 PROFICIENT</td>
<td>Identify connections between visual arts education and potential job offerings in the community and beyond.</td>
<td>USB Cords</td>
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<td>H.1.5 PROFICIENT</td>
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<td>Teacher Lecture</td>
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<td>H.1.5 ADVANCED</td>
<td>Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research.</td>
<td>USB Cords</td>
<td>Internet Connection</td>
<td>Elements and Principles</td>
<td>LearningConnection.doe.in.gov</td>
<td>Example Images from Internet</td>
<td>Photoshopping images, etc.</td>
<td>File on Computer</td>
<td>Teacher Lecture</td>
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<td>H.2.2 PROFICIENT</td>
<td>Identify stylistic characteristics in the works of an artist or movement and describe how style is influenced by the culture and time.</td>
<td>USB Cords</td>
<td>Internet Connection</td>
<td>Elements and Principles</td>
<td>LearningConnection.doe.in.gov</td>
<td>Example Images from Internet</td>
<td>Photoshopping images, etc.</td>
<td>File on Computer</td>
<td>Teacher Lecture</td>
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<td>H.3.1 PROFICIENT</td>
<td>Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.</td>
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<td>H.3.1 ADVANCED</td>
<td>Analyze how the visual organization of a work affects the communication of ideas and suggest alternatives, using appropriate terminology.</td>
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<td>H.3.2 PROFICIENT</td>
<td>Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context.</td>
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<td>Elements and Principles</td>
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<td>Photoshopping images, etc.</td>
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<td>Teacher Lecture</td>
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<td>H.4.1 PROFICIENT</td>
<td>Identify and apply theories of art when making informed judgments about works of art.</td>
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<td>Internet Connection</td>
<td>Elements and Principles</td>
<td>LearningConnection.doe.in.gov</td>
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<td>Photoshopping images, etc.</td>
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<td>Teacher Lecture</td>
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<td>H.4.2 PROFICIENT</td>
<td>Listen to and read alternative responses to works of art from peers, artists, and philosophers.</td>
<td>USB Cords</td>
<td>Internet Connection</td>
<td>Elements and Principles</td>
<td>LearningConnection.doe.in.gov</td>
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<td>Photoshopping images, etc.</td>
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<td>H.4.4 PROFICIENT</td>
<td>Engage in critical reading, writing, and discourse to improve understanding of own work and that of others.</td>
<td>USB Cords</td>
<td>Internet Connection</td>
<td>Elements and Principles</td>
<td>LearningConnection.doe.in.gov</td>
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<td>H.4.5 SATISFACTORY</td>
<td>Students create or add to their existing google site, to include examples of their work in class.</td>
<td>USB Cords</td>
<td>Internet Connection</td>
<td>Elements and Principles</td>
<td>LearningConnection.doe.in.gov</td>
<td>Example Images from Internet</td>
<td>Photoshopping images, etc.</td>
<td>File on Computer</td>
<td>Teacher Lecture</td>
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<td>H.4.5 PROFICIENT</td>
<td>Students will upload finished projects to the class centervillemaclab.deviantart.com page.</td>
<td>USB Cords</td>
<td>Internet Connection</td>
<td>Elements and Principles</td>
<td>LearningConnection.doe.in.gov</td>
<td>Example Images from Internet</td>
<td>Photoshopping images, etc.</td>
<td>File on Computer</td>
<td>Teacher Lecture</td>
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<tr>
<td>H.4.5 ADVANCED</td>
<td>Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. They should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness). They also NEED TO SPECIFICALLY explain how their business solves a community problem or need.</td>
<td>USB Cords</td>
<td>Internet Connection</td>
<td>Elements and Principles</td>
<td>LearningConnection.doe.in.gov</td>
<td>Example Images from Internet</td>
<td>Photoshopping images, etc.</td>
<td>File on Computer</td>
<td>Teacher Lecture</td>
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<tr>
<td>H.4.6 PROFICIENT</td>
<td>Process Research Paper over famous Artist who uses Digital Design to create their art and/or designs.</td>
<td>USB Cords</td>
<td>Internet Connection</td>
<td>Elements and Principles</td>
<td>LearningConnection.doe.in.gov</td>
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<tr>
<td>H.4.6 ADVANCED</td>
<td>Students will compare several ads from the 1950’s to ads from similar companies of today. They will discuss how culture and time have effected design.</td>
<td>USB Cords</td>
<td>Internet Connection</td>
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<td>LearningConnection.doe.in.gov</td>
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<td>H.5.1 PROFICIENT</td>
<td>(Projects Include:)</td>
<td>USB Cords</td>
<td>Internet Connection</td>
<td>Elements and Principles</td>
<td>LearningConnection.doe.in.gov</td>
<td>Example Images from Internet</td>
<td>Photoshopping images, etc.</td>
<td>File on Computer</td>
<td>Teacher Lecture</td>
</tr>
<tr>
<td>H.5.2 PROFICIENT</td>
<td>Completion of the Project handout, Participation in Demonstrations.</td>
<td>USB Cords</td>
<td>Internet Connection</td>
<td>Elements and Principles</td>
<td>LearningConnection.doe.in.gov</td>
<td>Example Images from Internet</td>
<td>Photoshopping images, etc.</td>
<td>File on Computer</td>
<td>Teacher Lecture</td>
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<td>H.5.3 PROFICIENT</td>
<td>Oral Critique, Final Project Checkpoint, Sound or Video clip on the student website.</td>
<td>USB Cords</td>
<td>Internet Connection</td>
<td>Elements and Principles</td>
<td>LearningConnection.doe.in.gov</td>
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<td>Photoshopping images, etc.</td>
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<td>Teacher Lecture</td>
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<tr>
<td>H.5.4 PROFICIENT</td>
<td>Students will upload finished Business Cards, Finished Brochure, Finished Letterhead, Finished Signage, Finished t-shirt, Finished website, Process Research Paper.</td>
<td>USB Cords</td>
<td>Internet Connection</td>
<td>Elements and Principles</td>
<td>LearningConnection.doe.in.gov</td>
<td>Example Images from Internet</td>
<td>Photoshopping images, etc.</td>
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<tr>
<td>H.5.5 PROFICIENT</td>
<td>Discussion on how time and culture effected design.</td>
<td>USB Cords</td>
<td>Internet Connection</td>
<td>Elements and Principles</td>
<td>LearningConnection.doe.in.gov</td>
<td>Example Images from Internet</td>
<td>Photoshopping images, etc.</td>
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<tr>
<td>H.5.6 PROFICIENT</td>
<td>Photo Assignments of the week: 15. Use angle to emphasize your subject; rotate the camera to make it slightly off-angle. 16. Photo that uses white as a dominant color.</td>
<td>USB Cords</td>
<td>Internet Connection</td>
<td>Elements and Principles</td>
<td>LearningConnection.doe.in.gov</td>
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</tr>
</tbody>
</table>
Unit 9/Portfolio Development
• Series of Human/Animal mixed (bird with human arms holding coffee)
• Modified Self Portrait

H.1.2 PROFICIENT
Identify function in artwork and how it relates to the history, aesthetics, and culture of a work

H.1.2 ADVANCED
Compare works of art for function and identify relationships in terms of history, aesthetics, and culture

H.1.3 PROFICIENT
Identify iconography in an artist’s work or a body of work and analyze the meaning.

H.1.4 PROFICIENT
Identify connections between visual arts education and potential job offerings in the community and beyond

H.1.5 PROFICIENT
Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.

H.1.5 ADVANCED
Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research.

H.3.1 PROFICIENT
Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.

H.3.1 ADVANCED
Analyze how the visual organization of a work affects the communication of ideas and suggest alternatives, using appropriate terminology.

H.3.2 PROFICIENT
Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context.

H.4.1 PROFICIENT
Identify and apply theories of art when making informed judgments about works of art.

H.4.2 PROFICIENT
Listen to and read alternative responses to works of art from peers, artists, and philosophers.

Adobe Photoshop
MacLab
MacPro Computers
Digital Cameras
Card Readers
USB Cords
Internet Connection
Elements and Principles
LearningConnection doe in.gov
Example Images from Internet (Photoshopped images, etc)
File on Computer
Teacher Lecture
Teacher Demonstration
Grading Rubric
Deviantart.com
Google Sites
Microphones
Garageband
iMovie
School provided teacher
Apple laptop

Photoshopping
Composition
Rule of Thirds
Collage
Montage
Propaganda
Horizon Line
Elements
Principles
Resolution
Juxtaposing
Found-Object Art
Digital Graphics
Local Root Folder .container
Div Tag
jQuery
CSS
Web Template
Portfolio

Elements of Art:
- Line
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- Color
- Value
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- Shape/Form
- Space

Principles of Art:
- Unity (Harmony)
- Variety
- Emphasis (focal point)
- Balance
- Movement
- Rhythm
- Proportion

• Students create or add to their existing google site, to include examples of their work in class
• Students will upload finished projects to the class centervillemaclab.deviantart.com page
• Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. They should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness)
• Students will use Garageband to create a podcast with images of how the modifications to their self portrait tells more about who they are as an artist or a person.

(Projects Include):
• Completion of the Project handout,
• Participation in Demonstrations
• Oral Critique
• Final Project Checkpoint
• Sound or Video clip on the student website
• Podcast of how their Modifications tell who they are
• Finished Animal/Human
• Finished Modified Self-Portrait
• Photo Assignments of the week:
  17. Photo that features a shadow as your subject
  18. Unusual Point of View
Senior Picture Photo Shoot; you must take these pictures yourself. Your proofs must include:
- 5 locations
- 5 different poses at each location
- 5 different outfits total
If every picture you take is perfect, you will have a total of 25 pictures. I want you to take 100 pictures, then narrow down to 25. You will edit the top 25
- 25 Final Photos to submit as the finished images; 5 different poses from each location

<table>
<thead>
<tr>
<th>Element/Principle</th>
<th>Completion Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.1.4 PROFICIENT</td>
<td>Identify connections between visual arts education and potential job offerings in the community and beyond</td>
</tr>
<tr>
<td>H.1.5 PROFICIENT</td>
<td>Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.</td>
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<td>H.1.5 ADVANCED</td>
<td>Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research.</td>
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<td>H.1.6 PROFICIENT / ADVANCED</td>
<td>Identify the knowledge and skills gained in art experiences that transfer to daily life.</td>
</tr>
<tr>
<td>H.3.1 PROFICIENT</td>
<td>Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.</td>
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<td>H.3.1 ADVANCED</td>
<td>Analyze how the visual organization of a work affects the communication of ideas and suggest alternatives, using appropriate terminology.</td>
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<td>Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context.</td>
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<td>H.4.1 PROFICIENT</td>
<td>Identify and apply theories of art when making informed judgments about works of art.</td>
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<td>H.4.2 PROFICIENT</td>
<td>Listen to and read alternative responses to works of art from peers, artists, and philosophers.</td>
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<td>Adobe Photoshop</td>
<td>Final sound or movie clip about their experiences in the Visual Communications class</td>
</tr>
<tr>
<td>MacLab</td>
<td>Students create or add to their existing google site, to include examples of their work in class</td>
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<td>MacPro Computers</td>
<td>Students will upload finished projects to the class centervillemaclab.deviantart.com page</td>
</tr>
<tr>
<td>Digital Cameras</td>
<td>A finished page or link on their student website that includes only portfolio quality work from this semester. Students must have one example of every project assigned this semester.</td>
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<td>Card Readers</td>
<td>Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. They should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness)</td>
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<tr>
<td>USB Cords</td>
<td>Students will use Fotobabble with their top 25 Photos when they link them to their class website. They should explain what they like about each image, and why it was one of their top 25</td>
</tr>
<tr>
<td>Internet Connection</td>
<td>Students will create a final movie or sound clip that explains how they feel they have benefited from taking Digital Design.</td>
</tr>
<tr>
<td>Elements and Principles LearningConnection.doc.in.gov</td>
<td>(Projects Include: Participation in)</td>
</tr>
<tr>
<td>Adobe Photoshop</td>
<td>Demonstrations</td>
</tr>
<tr>
<td>MacPro Computers</td>
<td>Oral Critique</td>
</tr>
<tr>
<td>Digital Cameras</td>
<td>100 Photos, with 5 locations, 5 poses, and 5 outfits</td>
</tr>
<tr>
<td>Card Readers</td>
<td>25 Edited Photos</td>
</tr>
<tr>
<td>USB Cords</td>
<td>Sound or Video clip on the student website</td>
</tr>
<tr>
<td>Internet Connection</td>
<td>Completed “Digital Design” link on their school website.</td>
</tr>
<tr>
<td>Adobe Photoshop</td>
<td>Fotobabble for each of the top 25 final pictures</td>
</tr>
<tr>
<td>MacLab</td>
<td>Final sound or movie clip about their experiences in the Visual Communications class</td>
</tr>
<tr>
<td>Enrichment Projects (2 for the semester)</td>
<td>Projects Include:</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Real-World Design Opportunities that pop up over the semester.</td>
<td>Students create or add to their existing google site, to include examples of their work in class. Students will upload finished projects to the class <a href="http://centervillemaclab.deviantart.com">centervillemaclab.deviantart.com</a> page. Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. They should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness). Projects Include:</td>
</tr>
<tr>
<td>H.1.5 PROFICEINT</td>
<td>• Enrichment 1</td>
</tr>
<tr>
<td>H.1.5 ADVANCED</td>
<td>• Enrichment 2</td>
</tr>
<tr>
<td>H.1.6 PROFICIENT / ADVANCED</td>
<td></td>
</tr>
<tr>
<td>Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.</td>
<td>Adobe Photoshop</td>
</tr>
<tr>
<td>Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research.</td>
<td>MacLab</td>
</tr>
<tr>
<td>Identify the knowledge and skills gained in art experiences that transfer to daily life.</td>
<td>MacPro Computers</td>
</tr>
<tr>
<td>Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.</td>
<td>Digital Cameras</td>
</tr>
<tr>
<td>Analyze how the visual organization of a work affects the communication of ideas and suggest alternatives, using appropriate terminology.</td>
<td>Card Readers</td>
</tr>
<tr>
<td>Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context.</td>
<td>USB Cords</td>
</tr>
<tr>
<td>Identify and apply theories of art when making informed judgments about works of art.</td>
<td>Internet Connection</td>
</tr>
<tr>
<td>Listen to and read alternative responses to works of art from peers, artists, and philosophers.</td>
<td>Elements and Principles</td>
</tr>
<tr>
<td>Photoshop Composition</td>
<td>LearningConnection doe in gov</td>
</tr>
<tr>
<td>Rule of Thirds</td>
<td>Example Images from Internet (Photoshopped images, etc)</td>
</tr>
<tr>
<td>Collage</td>
<td>File on Computer</td>
</tr>
<tr>
<td>Montage</td>
<td>Teacher Lecture</td>
</tr>
<tr>
<td>Propaganda</td>
<td>Teacher Demonstration</td>
</tr>
<tr>
<td>Horizon Line</td>
<td>Grading Rubric</td>
</tr>
<tr>
<td>Elements</td>
<td>Deviantart.com</td>
</tr>
<tr>
<td>Principles</td>
<td>Google Sites</td>
</tr>
<tr>
<td>Resolution</td>
<td>Microphones</td>
</tr>
<tr>
<td>Juxtaposing</td>
<td>Garageband</td>
</tr>
<tr>
<td>Found-Object Art</td>
<td>iMovie</td>
</tr>
<tr>
<td>Digital Graphics</td>
<td>School provided teacher</td>
</tr>
<tr>
<td>Local Root Folder</td>
<td>Apple laptop</td>
</tr>
<tr>
<td>.container</td>
<td></td>
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</tbody>
</table>