

Elizabethtown Area School District Curriculum

<p>Grade/Course: 9-12 Foundations of Art TWO-DIMENSIONAL MEDIA (Creating, Connecting)</p>	
<p>Strand: Two-dimensional Media: acrylic paint, watercolor paint, watercolor pencils, water-soluble crayons, color pencils, oil pastels</p>	
<p>National Content Area Standards:</p> <p>CREATING</p> <p>#VA:Cr1.1 Investigate, Plan and Make -Generate and conceptualize artistic ideas and work. Cr1.1.HSI-Use multiple approaches to begin creative endeavors.</p> <p>#VA:Cr2.1 Investigate, Plan and Make -Generate and conceptualize artistic ideas and work. . Cr2.1.HSI-Engage in making a work of art or design without having a preconceived plan. Cr2.1.HSII-Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>#VA:Cr2.2 Investigate, Plan and Make -Generate and conceptualize artistic ideas and work. Cr2.2.HSI-Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p> <p>VA:Cr3.1 Reflect, Refine, Continue -Refine and complete artistic work. Cr3.1.HSI-Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>CONNECTING</p> <p>#VA:Cn10.1 Interpret -Synthesize and relate knowledge and personal experiences to make art. Cn10.1.HSI-Document the process of developing ideas from early stages to fully elaborated ideas.</p>	
<p>Subject Specific Standards:</p> <p>9.1-Production, Performance and Exhibition of... Visual Arts a-Elements and Principles in each art form b-Demonstration of...visual arts c-Vocabulary in each art form d-Styles in production...exhibition.</p>	<p>9.3-Critical Response f-Comparisons 9.4-Aesthetic Responses a-Philosophical studies b-Aesthetic interpretation c-Environmental influences d-Artistic choices</p>
<p>Pennsylvania Core Standards:</p> <p>CC.3.5.11-12.C-Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text..</p> <p>CC.3.5.11-12.F-Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p>CC.3.5.11-12.G-Integrate and evaluate multiple sources of information presented in diverse formats and media (e. g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>CC.3.5.11-12.H-Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>CC.3.5.11-12.I-Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>	

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Essential Questions:

What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create? What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Understandings: Students will understand THAT . . .

-using and experimenting with 2-d media can create an interesting piece of art.

Knowledge: Students will KNOW...

-the difference between a variety of 2-d media-- acrylic paint, watercolor paint, watercolor pencils, water-soluble crayons, color pencils, oil pastels

Skills: Students will be able TO ...

- create an acrylic painting using a variety of painting techniques.
- produce a watercolor painting using a variety of painting techniques.
- make a composition using a variety of color pencil techniques.
- generate an interesting composition using water-soluble crayons.
- create a drawing using oil pastels.

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Grade/Course: 9-12 Foundations of Art ART CAREERS (Creating, Presenting, Responding, Connecting)	
Strand: Art Careers-visits from a variety of art schools near and far from Elizabethtown	
National Content Area Standards:	
CREATING	
#VA:Cr1.1 Investigate, Plan and Make -Generate and conceptualize artistic ideas and work. Cr1.1.HSI-Use multiple approaches to begin creative endeavors.	
#VA:Cr2.2 Investigate, Plan and Make -Generate and conceptualize artistic ideas and work. Cr2.2.HSI-Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.	
RESPONDING	
#VA:Re7.1 Share -Perceive and analyze artistic work. Re7.1.HSI-Hypothesize ways in which art influences perception and understanding of human experiences	
PRESENTING	
#VA:Pr.4.1 Relate -Select, analyze and interpret artistic work for presentation. Pr.4.1.HSII-Analyze, select, and critique personal artwork for a collection or portfolio presentation.	
CONNECTING	
#VA:Cn10.1 Interpret -Synthesize and relate knowledge and personal experiences to make art. Cn10.1.HSI-Document the process of developing ideas from early stages to fully elaborated ideas.	
#VA:Cn11.1 -Synthesize -Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Cn11.1.HSI-Describe how knowledge of culture, traditions, and history may influence personal responses to art. Cn11.1.HSII-Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. Cn11.1.HSIII-Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.	
Subject Specific Standards:	
9.1-Production, Performance and Exhibition of... Visual Arts b-Demonstration of...visual arts c-Vocabulary in each art form d-Styles in production...exhibition. e-Themes in art forms j-Technologies in the arts	l-Common themes in works in the arts 9.3-Critical Response c-Classifications f-Comparisons 9.4-Aesthetic Responses b-Aesthetic interpretation c-Environmental influences d-Artistic choices
9.2-Historical and Cultural Context e-Historical and cultural impact on works in the arts	
Pennsylvania Core Standards:	
CC.3.5.11-12.B-Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	

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CC.3.5.11-12.D-Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context.

CC.3.5.11-12.F-Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

CC.3.5.11-12.G-Integrate and evaluate multiple sources of information presented in diverse formats and media (e. g., quantitative data, video, multimedia) in order to address a question or solve a problem..

CC.3.5.11-12.I-Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Essential Questions:

What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

Understandings: Students will understand THAT . . .

-there are a variety of ways to successfully obtain a career in the art field.

Knowledge: Students will KNOW...

-a variety of schools that offer art classes to interested students pre and post high school graduation.

-vocabulary words that relate to education beyond high school.

Skills: Students will be able TO ...

-ask knowledgeable questions in order to obtain a career in the art field.

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Grade/Course: 9-12 Foundations of Art ART HISTORY/ART CRITICISM (Creating, Presenting, Responding, Connecting)	
Strand: Art History—Do Nows (write up of different styles of art/artists), Visual Thinking Strategies (write what a piece of work means-own opinion), Critique (famous artists' work-Art magazines), Art Magazines (read about one particular artist), ReDo an different artwork (in artist's style)	
National Content Area Standards:	
CREATING	
#VA:Cr2.2 Investigate, Plan and Make -Generate and conceptualize artistic ideas and work. Cr2.2.HSI-Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.	
PRESENTING	
#VA:Pr6.1 -Analyze -Convey meaning through the presentation of artistic work. Pr6.1.HSI-Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	
RESPONDING	
#VA:Re7.1 Share -Perceive and analyze artistic work. Re7.1.HSI-Hypothesize ways in which art influences perception and understanding of human experiences.	
#VA:Re7.2 Perceive -Perceive and analyze artistic work. Re7.2.HSI-Analyze how one's understanding of the world is affected by experiencing visual imagery. Re7.2.HSII-Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	
#VA:Re8.1 -Perceive -Interpret intent and meaning in artistic work. Re8.1.HSI-Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	
#VA:Re9.1 -Analyze -Apply criteria to evaluate artistic work. Re9.1.HSI-Establish relevant criteria in order to evaluate a work of art or collection of works.	
CONNECTING	
#VA:Cn11.1 -Synthesize -Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Cn11.1.HSI-Describe how knowledge of culture, traditions, and history may influence personal responses to art.	
Subject Specific Standards:	
9.1-Production, Performance and Exhibition of... Visual Arts	j-Historical differences of works in the arts
a-Elements and Principles in each art form	l-Common themes in works in the arts
b-Demonstration of...visual arts	9.3-Critical Response
c-Vocabulary in each art form	a-Critical processes
d-Styles in production...exhibition.	b-Criteria
e-Themes in art forms	c-Classifications
9.2-Historical and Cultural Context	d-Vocabulary for criticism
a-Context of works in the arts	f-Comparisons
	9.4-Aesthetic Responses

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- b-Chronology of works in the arts
- c-Styles and genre in the arts
- d-Historical and cultural perspectives
- e-Historical and cultural impact on works in the arts

- a-Philosophical studies
- b-Aesthetic interpretation
- c-Environmental influences
- d-Artistic choices

Pennsylvania Core Standards:

- CC.3.5.11-12.B-Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- CC.3.5.11-12.C-Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text.
- CC.3.5.11-12.D-Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context.
- CC.3.5.11-12.F-Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
- CC.3.5.11-12.G-Integrate and evaluate multiple sources of information presented in diverse formats and media (e. g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- CC.3.5.11-12.I-Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- CC.3.6.11-12.A-Write arguments focused on discipline-specific content.
- CC.3.6.11-12.H-Draw evidence from informational texts to support analysis, reflection, and research.

Essential Questions:

How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create? What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding? How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art? How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Understandings: Students will understand THAT . . .

- artists create for many different reasons.
- society and environment influence art work.
- art work can be interpreted in different ways and have many meanings.

Knowledge: Students will KNOW...

- the difference between a variety of art work.

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Skills: Students will be able TO ...

- compare and contrast art work, styles and meanings.
- ReDo a piece of artwork into their chosen artist's style.
- describe a work of art.
- analyze various pieces of art work.
- interpret a variety of art work.
- evaluate a piece of art work.

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Grade/Course: 9-12 Foundations of Art **DRAWING TECHNIQUES (Creating, Responding, Presenting, Connecting)**

Strand: Drawing Techniques: Life, Grid, Overhead, Abstract, Distorted, Collage, Computer

National Content Area Standards:

CREATING

#VA:Cr2.2 Investigate, Plan and Make -Generate and conceptualize artistic ideas and work.

Cr2.2.HSI-Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

#VA:Cr3.1 Reflect, Refine, Continue -Refine and complete artistic work.

Cr3.1.HSI-Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Cr3.1.HSII-Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

RESPONDING

#VA:Re7.1 Share -Perceive and analyze artistic work.

Re7.1.HSI-Hypothesize ways in which art influences perception and understanding of human experiences

PRESENTING

#VA:Pr.4.1. Relate -Select, analyze and interpret artistic work for presentation.

Pr.4.1.HSII-Analyze, select, and critique personal artwork for a collection or portfolio presentation.

CONNECTING

#VA:Cn10.1 Interpret -Synthesize and relate knowledge and personal experiences to make art.

Cn10.1.HSI-Document the process of developing ideas from early stages to fully elaborated ideas.

Subject Specific Standards:

9.1-Production, Performance and Exhibition of... Visual Arts

a-Elements and Principles in each art form

b-Demonstration of... visual arts

c-Vocabulary in each art form

d-Styles in production... exhibition.

e-Themes in art forms

j-Technologies in the arts

9.2-Historical and Cultural Context

c-Styles and genre in the arts

j-Historical differences of works in the arts

l-Common themes in works in the arts

9.4-Aesthetic Responses

b-Aesthetic interpretation

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d-Artistic choices

Pennsylvania Core Standards:

CC.3.5.11-12.C-Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text.

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CC.3.5.11-12.G-Integrate and evaluate multiple sources of information presented in diverse formats and media (e. g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.H-Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.5.11-12.I-Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Essential Questions:

How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create? What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Understandings: Students will understand THAT . . .

- focus and concentration are needed to increase drawing abilities.
- artists use many different drawing techniques.
- value can create an illusion in a drawing.
- artists work in many different styles and genres.

Knowledge: Students will KNOW...

- the difference aspects of portraits, stilllives, and landscapes.
- the different drawing techniques.
- the appropriate art terms for different drawing methods.

Skills: Students will be able TO ...

- add value to a drawing.
- create using a variety of drawing methods.
- use the art elements in the different drawing methods.

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-choose the correct drawing method for the idea they want to create in their final project.

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Grade/Course: 9-12 Foundations of Art SCULPTURE (Creating, Presenting, Responding, Connecting)	
Strand: Clay projects (2), paper mache sculpture, if time-plaster or foam abstract piece	
National Content Area Standards:	
CREATING	
#VA:Cr1.1 Investigate, Plan and Make -Generate and conceptualize artistic ideas and work. Cr1.1.HSI-Use multiple approaches to begin creative endeavors.	
#VA:Cr2.2 Investigate, Plan and Make -Generate and conceptualize artistic ideas and work. Cr2.2.HSI-Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.	
#VA:Cr2.3 Investigate, Plan and Make -Generate and conceptualize artistic ideas and work. Cr2.3.HSI-Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.	
#VA:Cr3.1 Reflect, Refine, Continue -Refine and complete artistic work. Cr3.1.HSI-Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. Cr3.1.HSII-Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.	
RESPONDING	
#VA:Re7.1 Share -Perceive and analyze artistic work. Re7.1.HSI-Hypothesize ways in which art influences perception and understanding of human experiences	
PRESENTING	
#VA:Pr.4.1. Relate -Select, analyze and interpret artistic work for presentation. Pr.4.1.HSII-Analyze, select, and critique personal artwork for a collection or portfolio presentation.	
CONNECTING	
#VA:Cn10.1 Interpret -Synthesize and relate knowledge and personal experiences to make art. Cn10.1.HSI-Document the process of developing ideas from early stages to fully elaborated ideas.	
Subject Specific Standards:	
9.1-Production, Performance and Exhibition of... Visual Arts a-Elements and Principles in each art form b-Demonstration of...visual arts c-Vocabulary in each art form d-Styles in production...exhibition. e-Themes in art forms	j-Historical differences of works in the arts l-Common themes in works in the arts
9.2-Historical and Cultural Context a-Context of works in the arts	9.3-Critical Response a-Critical processes b-Criteria c-Classifications f-Comparisons 9.4-Aesthetic Responses a-Philosophical studies

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d-Historical and cultural perspectives
e-Historical and cultural impact on works in the arts

b-Aesthetic interpretation
c-Environmental influences
d-Artistic choices

Pennsylvania Core Standards:

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CC.3.5.11-12.G-Integrate and evaluate multiple sources of information presented in diverse formats and media (e. g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.I-Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Essential Questions:

What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Understandings: Students will understand THAT . . .

-free-standing sculpture needs to be interesting from all sides.
-working 3-dimensional takes different skills than working 2-dimensional.

Knowledge: Students will KNOW...

-the difference between various sculpting techniques.
-the skills needed to create a successful sculpture in clay.
-the skills needed to create a successful sculpture in paper mache.
-the skills needed to create a successful sculpture in plaster/foam.

Skills: Students will be able TO ...

-create a successful sculpture using press molds.
-create a successful sculpture in clay.
-create a successful sculpture in paper mache.
-create a successful sculpture in plaster/foam.

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<p>Grade/Course: 9-12 Foundations of Art TECHNOLOGY IN ART (Creating, Presenting, Responding, Connecting)</p>	
<p>Strand: Technology in Art: digital photography COMPUTER--Preview, photobooth, iphoto, Photoshop, Illustrator</p>	
<p><u>National Content Area Standards:</u></p> <p>CREATING</p> <p>#VA:Cr1.1 Investigate, Plan and Make -Generate and conceptualize artistic ideas and work. Cr1.1.HSI-Use multiple approaches to begin creative endeavors.</p> <p>#VA:Cr2.2 Investigate, Plan and Make -Generate and conceptualize artistic ideas and work. Cr2.2.HSI-Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p> <p>#VA:Cr3.1 Reflect, Refine, Continue -Refine and complete artistic work. Cr3.1.HSI-Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. Cr3.1.HSII-Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p>RESPONDING</p> <p>#VA:Re7.1 Share -Perceive and analyze artistic work. Re7.1.HSI-Hypothesize ways in which art influences perception and understanding of human experiences</p> <p>PRESENTING</p> <p>#VA:Pr.4.1. Relate -Select, analyze and interpret artistic work for presentation. Pr.4.1.HSII-Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p> <p>CONNECTING</p> <p>#VA:Cn10.1 Interpret -Synthesize and relate knowledge and personal experiences to make art. Cn10.1.HSI-Document the process of developing ideas from early stages to fully elaborated ideas.</p>	
<p><u>Subject Specific Standards:</u></p> <p>9.1-Production, Performance and Exhibition of... Visual Arts a-Elements and Principles in each art form b-Demonstration of...visual arts c-Vocabulary in each art form d-Styles in production...exhibition. e-Themes in art forms j-Technologies in the arts</p> <p>9.2-Historical and Cultural Context a-Context of works in the arts c-Styles and genre in the arts e-Historical and cultural impact on works in the arts</p>	<p>j-Historical differences of works in the arts l-Common themes in works in the arts</p> <p>9.3-Critical Response f-Comparisons</p> <p>9.4-Aesthetic Responses a-Philosophical studies b-Aesthetic interpretation d-Artistic choices</p>

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Pennsylvania Core Standards:

CC.3.5.11-12.C-Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text.

CC.3.5.11-12.F-Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

CC.3.5.11-12.G-Integrate and evaluate multiple sources of information presented in diverse formats and media (e. g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.H-Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.5.11-12.I-Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.3.6.11-12.B-Write informative/explanatory texts, including the narration of historical events, scientific procedures, etc.

CC.3.6.11-12.C-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Essential Questions:

What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create? What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Understandings: Students will understand THAT . . .

-different applications on the computer will create different effects.

Knowledge: Students will KNOW...

-how to create using at least one application on the computer.

-craftsmanship is just as important while using a computer as it is for other art forms.

Skills: Students will be able TO ...

-create, print and save using the computer.