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| **Bethel School District** | | | | |
| Digital Art | | | | |
| **Course:** AP Studio Art 2D | | | **Total Framework Hours up to:** 210 hours | |
| **CIP Code:** 500102 | | **Exploratory X Preparatory** | **Date Last Modified:** June 2020 | |
| **Career Cluster:** Arts & Technology | | | **Cluster Pathway:** Visual Art | |
| **UNIT 1: AP Portfolio Requirements** | | | | |
| **Performance Assessments:**  Students will analyze and evaluate their own ability to complete all the technical requirements of an AP Studio Art Portfolio project. Students will be assessed based on their written summary of the analysis of AP portfolio requirements.  At the end of the course, students will submit a portfolio for AP Studio Art to the college board. | | | | |
| **Leadership Alignment**  Students will self-assess whether or not they can complete all requirements for the AP Portfolio requirements—**Make Judgements and Decisions, Manage Goals and Time, Work Independently,**  Students will access their best works to include in the AP Portfolio—**Make Judgements and Decisions, Apply Technology Effectively, Analyze Media, Manage Projects, Communicate Clearly**  SkillsUSA Possible Lessons:  Skills USA-Individual students will compete in skill and leadership competitions. | | | | |
| ***STANDARDS AND COMPETENCIES*** | | | | |
| **Standard/Unit:**  AP Portfolio: Content and Technical Requirements | | | | |
| **Competencies/Learning Targets** | | | | **Total Learning Hours for Unit: 10** |
| * Students will be aware of the content and technical requirements for the AP Portfolio. * Students will compare their own personal qualities to those that would be compatible with this type of work. * Students will be aware of portfolio strategies that are audience specific. * Students will create a portfolio of work. | | | | |
| ***Aligned Washington State Standards*** | | | | |
| **Art** | 1.4.1 Applies, analyzes and evaluates audience conventions and responsibilities according to setting and culture.  3.3.1 Analyzes and evaluates how personal aesthetic choices are influenced by and reflected in visual artworks. | | | |
| **COMMON CORE**  **Speaking and Listening Standards** |  | | | |
| **Educational Technology** | 1. Empowered Learner - Students leverage technology to take an active role in choosing, achieving and demonstrating  competency in their learning goals, informed by the learning sciences.  2: Digital Citizen - Students recognize the rights, responsibilities and opportunities of living, learning and working in an  interconnected digital world, and they act and model in ways that are safe, legal and ethical.  3. Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct  knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.  4. Innovative Designer - Students use a variety of technologies within a design process to identify and solve problems  by creating new, useful or imaginative solutions.  5.c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.  6. Creative Communicator - Students communicate clearly and express themselves creatively for a variety of  purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.  7. Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by  collaborating with others and working effectively in teams locally and globally. | | | |
| **Math** |  | | | |
| **Reading COMMON CORE** | CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific  textual evidences when writing or speaking to support conclusions drawn from the text (Text may include AP Studio art documents  and exemplars or other artworks).  CCSS.ELA-Literacy.CCRA.R.4 Interpret words, phrases, and images as they are used in visual or written text, including: determining audience, purpose, and meaning; analyzing how specific word or artistic choices shape meaning or tone. | | | |
| **Social Studies** |  | | | |
| **Writing**  **COMMON CORE** | CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | | | |
| **Language**  **COMMON CORE** |  | | | |

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| **UNIT 2: Planning** | | |
| **Performance Assessments:**  Students will analyze the requirements from Unit 1 and create a timetable for completing portfolio requirement components. Students will be assessed based on the thoroughness of their analysis and completed timetable. | | |
| **Leadership Alignment**  Students will complete self-assessment and timeline for completing the portfolio—**Make Judgements and Decisions, Communicate Clearly, Be Flexible, Manage Goals and Time, Work Independently, Be Self-Directed Learners, Produce Results**  Students will analyze and create a timetable for portfolio completion—**Analyze Media, Manage Projects, Be Flexible, Manage Goals and Time, Be Self-Directed Learners**  Possible SkillsUSA Lessons:  Skills USA-Individual students will compete in skill and leadership competitions. | | |
| ***STANDARDS AND COMPETENCIES*** | | |
| **Standard/Unit:**  Planning and Time Management | | |
| **Competencies/Learning Targets** | | **Total Learning Hours for Unit: 15** |
| * Students will create a timetable to complete the AP Studio Art portfolio requirements. * Students will measure completion of portfolio components against their timetable. * Students will adjust their timetable to complete the AP Studio Art portfolio two weeks before submission deadline. | | |
| ***Aligned Washington State Standards*** | | |
| **Art** | 1.4.1 Applies, analyzes and evaluates audience conventions and responsibilities according to setting and culture.  3.3.1 Analyzes and evaluates how personal aesthetic choices are influenced by and reflected in visual artworks. | |
| **COMMON CORE**  **Speaking and Listening Standards** |  | |
| **Educational Technology** | 3. Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct  knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.  4. Innovative Designer - Students use a variety of technologies within a design process to identify and solve problems  by creating new, useful or imaginative solutions.  5.c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.  6. Creative Communicator - Students communicate clearly and express themselves creatively for a variety of  purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. | |
| **Math** |  | |
| **Reading COMMON CORE** | CCSS.ELA-Literacy.CCRA.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific  textual evidences when writing or speaking to support conclusions drawn from the text (Text may include rubrics and exemplars or  other artworks).  CCSS.ELA-Literacy.CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact (in preparing to develop their own series of artworks for their portfolio). | |
| **Social Studies** |  | |
| **Writing**  **COMMON CORE** | CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | |
| **Language**  **COMMON CORE** |  | |

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| **UNIT 3: AP Portfolio Concentration Section** | | |
| **Performance Assessments:**  AP Studio Art Portfolio: Students will be evaluated based on the technical characteristics of their selection of 15 works within the student’s concentration.The student will develop a strong visual idea through sketch book activities, brainstorm, peer/class critique, and individual projects. Students will begin the year studying a variety of techniques and concepts and will develop a strong underlying visual idea by mid-year. | | |
| **Leadership Alignment:**  **21st Century Skills:**  Think Creatively  Work Creatively with Others  Reason Effectively  Make Judgments and Decisions  Analyze Media  Create Media Products Manage Goals and Time Work Independently Be Self-Directed Learners Manage Projects Produce Results  **Activities:**  Students will lead and participate in group critiques while developing their final concentration portfolios.  The student will be involved in activities that require applying theory, problem-solving, brainstorming, and using critical and creative thinking skills while understanding outcomes of related decisions.  Project Evaluation will be provided in two parts. The first part will be a standard class evaluation, which includes a student/teacher scoring rubric and a written reflection. The second part will be an estimate of the AP Score which will be a result of the class critique  Students will gather work to enter into the district Art and Tech Fair as well as other local competitions.  Skills USA-Individual students will compete in skill and leadership competitions. | | |
| ***STANDARDS AND COMPETENCIES*** | | |
| **Standard/Unit:**  Concentration | | |
| **Competencies/Learning Targets** | | **Total Learning Hours for Unit: 100** |
| * Students will create 2-D artwork within a student-designed conceptual concentration. * Students will create 2-D artwork driven by organizing the elements of art through the principles of design. * Students will create 2-D artwork using a variety of composition. * Students will create 2-D artwork that reveals a focused creative vision and/or technical skills. * Students will revise their art following critiques.   **Art**  1.1.1 Line: Creates, analyzes and evaluates the visual arts element of line in the production of a work of art.  1.1.2 Shape and Form: Creates, analyzes and evaluates the visual arts element of shape and form in the production of a work of art.  1.1.3 Value: Creates, analyzes and evaluates the visual arts element of value in the production of a work of art.  1.1.4 Texture: Creates, analyzes and evaluates the visual arts elements of texture in the production of a work of art.  1.1.5 Space: Creates, analyzes and evaluates the visual arts element of space in the production of a work of art.  1.1.6 Color: Creates, analyzes and evaluates the visual arts element of color in the production of a work of art.  1.1.7 Principles of Design: Creates, analyzes, and evaluates repetition/pattern, contrast, variety, balance, movement/rhythm, proportion, emphasis/dominance, and harmony/unity in a work of art.  1.2.1 Develops visual arts skills and techniques. Analyzes, applies and evaluates **visual arts skills and techniques** to create original works of arts in two dimensions.  1.3.1 Analyzes, creates and evaluates an artistic composition using visual art styles and genres from various artists, cultures, places and times.  1.4.1 Applies, analyzes and evaluates audience conventions and responsibilities according to setting and culture.  2.1.1 Applies, analyzes, evaluates, and creates visual arts using **the creative process** independently.  2.2.1 Applies, analyzes, evaluates, and creates using **a performance process** through visual arts.  2.3.1 Applies, analyzes, evaluates, and creates using **a responding process** through visual arts.  3.1.1 Applies, analyzes, evaluates and creates visual arts to express and present ideas and feelings.  3.2.1 Applies, analyzes, evaluates and creates visual artworks that communicate for a specific purpose.  3.3.1 Analyzes and evaluates how personal aesthetic choices are influenced by and reflected in visual artworks.  4.1.1 Analyzes, evaluates, and creates arts presentations that integrate multiple arts disciplines. | | |
| ***Aligned Washington State Standards*** | | |
| **COMMON CORE**  **Speaking and Listening Standards** |  | |
| **Educational Technology** | 1. Empowered Learner - Students leverage technology to take an active role in choosing, achieving and demonstrating  competency in their learning goals, informed by the learning sciences.  2: Digital Citizen - Students recognize the rights, responsibilities and opportunities of living, learning and working in an  interconnected digital world, and they act and model in ways that are safe, legal and ethical.  3. Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct  knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.  6. Creative Communicator - Students communicate clearly and express themselves creatively for a variety of  purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.  7. Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by  collaborating with others and working effectively in teams locally and globally | |
| **Math** |  | |
| **Reading COMMON CORE** | CCSS.ELA-Literacy.CCRA.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific  textual evidences when writing or speaking to support conclusions drawn from the text (Text may include step by step instructions,  youtube videos, and artworks).  CCSS.ELA-Literacy.CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting  details and ideas.  CCSS.ELA-Literacy.CCRA.R.4. Interpret words, phrases, and images as they are used in visual or written text, including: determining  audience, purpose, and meaning; analyzing how specific word or artistic choices shape meaning or tone.  CCSS.ELA-Literacy.CCRA.R.5. Analyze the structure of written and visual texts, including how specific sentences, paragraphs, and large  portions of the text (e.g. artist statements, clips, art elements, and principles of design) relate to each other and the whole.  CCSS.ELA-Literacy.CCRA.R.6. Assess how point of view or purpose shapes the content and style of a written or visual text.  CCSS.ELA-Literacy.CCRA.R.7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively,  as well as in words. | |
| **Social Studies** |  | |
| **Writing**  **COMMON CORE** | CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | |

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| **UNIT 4: Critique** | | |
| **Performance Assessments:**  Students will self-assess and critique their own work and write an analysis of their own work. Students will be assessed based on their written analysis following the steps of art criticism.  Students will assess the works of others, and critique their work and write an analysis of their work. Students will be assessed based on their written analysis following the steps of art criticism. | | |
| **Leadership Alignment:**  **21st Century Skills:**  Think Creatively  Work Creatively with Others  Implement Innovations  Reason Effectively  **U**se Systems Thinking  Make Judgments and Decisions  Solve Problems Communicate Clearly Collaborate with Others Access and evaluate Information Use and Manage Information Analyze Media Adapt to Change Be Flexible Manage Goals and Time Work Independently Be Self-Directed Learners Interact Effectively with Others Work Effectively in Diverse Teams Manage Projects Produce Results Guide and Lead Others Be Responsible to Others  **Activities:**  Students assess/critique other students work based on a student/teacher rubric and a written reflection.  Skills USA-Individual students will compete in skill and leadership competitions | | |
| ***STANDARDS AND COMPETENCIES*** | | |
| **Standard/Unit 5:**  Steps of Art Critique, Theories and Qualities of Art Criticism | | |
| **Competencies/Learning Targets** | | **Total Learning Hours for Unit: 30** |
| * Students will know the steps and process of an art critique. * Students will know the theories of art criticism, and the corresponding qualities of artwork. * Students will critique their own artwork and that of their peers, following the art critique steps and process. * Students will revise their artwork, based on input from the critique.   3.3.1 Analyzes and evaluates how personal aesthetic choices are influenced by and reflected in visual artworks. | | |
| ***Aligned Washington State Standards*** | | |
| **Art** | 1.3.1 Analyzes, creates and evaluates an artistic composition using visual art styles and genres from various artists, cultures, places and times.  1.4.1 Applies, analyzes and evaluates audience conventions and responsibilities according to setting and culture.  2.1.1 Applies, analyzes, evaluates, and creates visual arts using the creative process independently.  2.2.1 Applies, analyzes, evaluates, and creates using a performance process through visual arts.  2.3.1 Applies, analyzes, evaluates, and creates using a responding process through visual arts.  3.1.1 Applies, analyzes, evaluates and creates visual arts to express and present ideas and feelings.  3.2.1 Applies, analyzes, evaluates and creates visual artworks that communicate for a specific purpose. | |
| **COMMON CORE**  **Speaking and Listening Standards** |  | |
| **Educational Technology** | 2: Digital Citizen - Students recognize the rights, responsibilities and opportunities of living, learning and working in an  interconnected digital world, and they act and model in ways that are safe, legal and ethical.  3. Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct  knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.  6. Creative Communicator - Students communicate clearly and express themselves creatively for a variety of  purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.  7. Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by  collaborating with others and working effectively in teams locally and globally. | |
| **Math** |  | |
| **Reading COMMON CORE** | CCSS.ELA-Literacy.CCRA.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific  textual evidences when writing or speaking to support conclusions drawn from the text (Text include student artwork and artist  statements).  CCSS.ELA-Literacy.CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting  details and ideas.  CCSS.ELA-Literacy.CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact.  CCSS.ELA-Literacy.CCRA.R.4. Interpret words, phrases, and images as they are used in visual or written text, including: determining  audience, purpose, and meaning; analyzing how specific word or artistic choices shape meaning or tone.  CCSS.ELA-Literacy.CCRA.R.5. Analyze the structure of written and visual texts, including how specific sentences, paragraphs, and large  portions of the text (e.g. artist statements, art elements, and principles of design) relate to each other and the whole.  CCSS.ELA-Literacy.CCRA.R.6. Assess how point of view or purpose shapes the content and style of a written or visual text. | |
| **Social Studies** |  | |
| **Writing**  **COMMON CORE** | CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.  CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | |
| **Language**  **COMMON CORE** |  | |

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| **UNIT 5: AP Portfolio Quality Section** | | |
| **Performance Assessments:**  AP Studio Art portfolio: Students identify which art works to showcase (see Unit 6). Students will be evaluated based on their selection of works and their ability to effectively meet their timeline from Unit 2. In the Quality section, the student will submit five examples of his/her best work. The student does not need to show a variety of techniques or approaches; just his/her best work. | | |
| **Leadership Alignment**  **21st Century Skills:**  Think Creatively  Work Creatively with Others  Implement Innovations  Reason Effectively  Use Systems Thinking  Make Judgments and Decisions  Solve Problems  Communicate Clearly  Collaborate with Others  Use and Manage Information  Analyze Media  Create Media Products  Apply Technology Effectively  Adapt to Change  Be Flexible  Manage Goals and Time  Work Independently  Be Self-Directed Learners  Interact Effectively with Others  Work Effectively in Diverse Teams  Manage Projects  Produce Results  Guide and Lead Others  Be Responsible to Others  **Activities:**  Students will also curate and install group exhibitions, design, collaborate and create public art, and participate in the district Art and Tech Fair as well as other local art competitions and exhibitions.  Skills USA-Individual students will compete in skill and leadership competitions. | | |
| ***STANDARDS AND COMPETENCIES*** | | |
| **Standard/Unit:**  Quality | | |
| **Competencies/Learning Targets** | | **Total Learning Hours for Unit: 35** |
| * Students will select five pieces that reveal their highest attainment of their creative vision through their technical skills. | | |
| ***Aligned Washington State Standards*** | | |
| **Art** | 1.1.1 Line: Creates, analyzes and evaluates the visual arts element of line in the production of a work of art.  1.1.2 Shape and Form: Creates, analyzes and evaluates the visual arts element of shape and form in the production of a work of art.  1.1.3 Value: Creates, analyzes and evaluates the visual arts element of value in the production of a work of art.  1.1.4 Texture: Creates, analyzes and evaluates the visual arts elements of texture in the production of a work of art.  1.1.5 Space: Creates, analyzes and evaluates the visual arts element of space in the production of a work of art.  1.1.6 Color: Creates, analyzes and evaluates the visual arts element of color in the production of a work of art.  1.1.7 Principles of Design: Creates, analyzes, and evaluates repetition/pattern, contrast, variety, balance, movement/rhythm, proportion,  emphasis/dominance, and harmony/unity in a work of art.  1.2.1 Develops visual arts skills and techniques. Analyzes, applies and evaluates visual arts skills and techniques to create original works of arts in two dimensions.  1.3.1 Analyzes, creates and evaluates an artistic composition using visual art styles and genres from various artists, cultures, places and times.  1.4.1 Applies, analyzes and evaluates audience conventions and responsibilities according to setting and culture.  2.1.1 Applies, analyzes, evaluates, and creates visual arts using the creative process independently.  2.2.1 Applies, analyzes, evaluates, and creates using a performance process through visual arts.  2.3.1 Applies, analyzes, evaluates, and creates using a responding process through visual arts.  3.1.1 Applies, analyzes, evaluates and creates visual arts to express and present ideas and feelings.  3.2.1 Applies, analyzes, evaluates and creates visual artworks that communicate for a specific purpose.  3.3.1 Analyzes and evaluates how personal aesthetic choices are influenced by and reflected in visual artworks.  4.1.1 Analyzes, evaluates, and creates arts presentations that integrate multiple arts disciplines. | |
| **COMMON CORE**  **Speaking and Listening Standards** |  | |
| **Educational Technology** | 3. Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct  knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.  6. Creative Communicator - Students communicate clearly and express themselves creatively for a variety of  purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.  7. Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by  collaborating with others and working effectively in teams locally and globally. | |
| **Math** |  | |
| **Reading COMMON CORE** | CCSS.ELA-Literacy.CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting  details and ideas.  CCSS.ELA-Literacy.CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact (when choosing artwork to display). | |
| **Social Studies** |  | |
| **Writing**  **COMMON CORE** | CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | |
| **Language**  **COMMON CORE** |  | |

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| **UNIT 6: Student Show** | | | | |
| **Performance Assessments:**  AP Studio Art portfolio: Students will be expected to showcase 5 pieces of artwork, showing quality. Showcase opportunities will vary depending on the timeline outlined by the student. Opportunities include in-district and out of district shows and competitions. | | | | |
| **Leadership Alignment**  **21st Century Skills:**  Think Creatively  Work Creatively with Others  Make Judgments and Decisions  Communicate Clearly  Collaborate with Others  Analyze Media  Create Media Products  Apply Technology Effectively  Be Flexible  Manage Goals and Time  Work Independently  Be Self-Directed Learners  Interact Effectively with Others  Work Effectively in Diverse Teams  Manage Projects  Produce Results  Be Responsible to Others  **Activities:**  Students will choose art for local exhibit art show (both in district and out of district)  Skills USA-Individual students will compete in skill and leadership competitions. | | | | |
| ***STANDARDS AND COMPETENCIES*** | | | | |
| **Standard/Unit:**  AP Student Art Show | | | | |
| **Competencies/Learning Targets** | | | **Total Learning Hours for Unit: 20** | |
| * Students will print their artwork according to industry standards. * Students will mat their artwork according to industry standards. * Students will display their artwork according to industry standards. * Students will monitor their Student Show, noting feedback. | | | | |
| ***Aligned Washington State Standards*** | | | | |
| **Art** | 4.1.1 Analyzes, evaluates, and creates arts presentations that integrate multiple arts disciplines. | | | |
| **COMMON CORE**  **Speaking and Listening Standards** |  | | | |
| **Educational Technology** | 3. Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct  knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.  4. Innovative Designer - Students use a variety of technologies within a design process to identify and solve problems  by creating new, useful or imaginative solutions.  6. Creative Communicator - Students communicate clearly and express themselves creatively for a variety of  purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. | | | |
| **Math** |  | | | |
| **Reading COMMON CORE** | CCSS.ELA-Literacy.CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting  details and ideas.  CCSS.ELA-Literacy.CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact (when choosing artwork to display). | | | |
| **Social Studies** |  | | | |
| **Writing**  **COMMON CORE** | CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | | | |
| **Language**  **COMMON CORE** |  | | | |
| ***21st CENTURY SKILLS*** | | | | |
| **Check those that students will demonstrate in this standard/unit:** | | | | |
| **LEARNING AND INNOVATION**  **Creativity and Innovation**   * Think Creatively * Work Creatively with Others * Implement Innovations   **Critical Thinking and Problem Solving**   * Reason Effectively * **U**se Systems Thinking * Make Judgments and Decisions * Solve Problems   **Communication and Collaboration**   * Communicate Clearly * Collaborate with Others | | **INFORMATION, MEDIA AND TECHNOLOGY SKILLS**  **Information Literacy**   * Access and evaluate Information * Use and Manage Information   **Media Literacy**   * Analyze Media * Create Media Products   **Information, Communications and Technology**  **(ICT Literacy)**   * Apply Technology Effectively | | **LIFE AND CAREER SKILLS**  **Flexibility and Adaptability**   * Adapt to Change * Be Flexible   **Initiative and Self-Direction**   * Manage Goals and Time * Work Independently * Be Self-Directed Learners   **Social and Cross-Cultural**   * Interact Effectively with Others * Work Effectively in Diverse Teams   **Productivity and Accountability**   * Manage Projects * Produce Results   **Leadership and Responsibility**   * Guide and Lead Others * Be Responsible to Others |