

MSAD #54 Visual Arts Curriculum

Content Area: Computer Art I & II
Unit: Disciplinary Literacy

Grade: Grade 12
MLR Span: 9 - 12

MLR Content Standard: A: Disciplinary Literacy – Visual Arts
Students show literacy in the art of discipline by understanding and demonstrating concepts, skills, terminology, and processes.

*Assessment

Disciplinary Literacy	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Artist's Purpose	1.Students research and explain how art and artists reflect and influence culture and periods of time.	Students will be introduced to and become familiar with the several art movements of the twentieth century and their historical context.	Thematic Units, Internet web quests, PowerPoint and Keynote presentations. Research reports, quick writes, class discussion. Compare Paleolithic cave and contemporary graffiti Students explore what they have in common, technically and formally. Speculate on the intent of the artists. Compare constructed response.
Elements of Art and Principles of Design	2.Students evaluate all the features of composition. a.Evaluate Elements of Art: color, form, line, shape, space, texture, and value. b.Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.	Students will: have sufficient vocabulary and understanding to recognize the use of the Elements and Principles of design when discussing an culturally significant art work, their own work and the work of their peers	Virtual Mosaic Student create a series of abstract square tiles taken from realistic photos that illustrate the elements of design. The tiles will be uploaded to a common library. Student will then pick and choose from each other tiles to create mosaic patterns that illustrate the principle of design Guided exercises that deal with specific elements and principles of design.

<p>Media, Tools, Techniques, and Processes</p>	<p>3. Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.</p>	<p>Students will understand how Digital techniques often are based on techniques used in other media from a variety of genres and eras. They will be able to create expressive in works in historically influenced styles using digital means.</p>	<p>Presentations via Moodle that are accessible on local machines and projected in class for group presentations and analysis.</p> <p>Triple entry vocabulary sheets</p> <p>Word walls that Illustrate terms</p> <hr/> <p>“POP Portrait” Create a self portrait, celebrity portrait in the style of Andy Warhol’s. Large format photo silkscreen and acrylic paint using Photoshop. The process will mimic a three color photo silkscreen using layers and thresholding.</p> <p>Guided instruction</p> <p>Unit presentations that discuss the media used in specific styles and genres .</p> <p>Inclusion of terms and techniques in unit vocabulary exercises</p>
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MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Creation/Expression

Grade: Grade 12
MLR Span: 9 - 12

MLR Content Standard: **B:Creation, Performance, and Expression**
Students create, express, and communicate through the art discipline.

*Assessment

Creation/ Expression	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Media Skills	1.Students choose suitable media, tools, techniques, and processes to create a variety of original art works.	Students will achieve and understanding of how to use Photoshop and other software to create original works. They will be able to use workspace, tools and their properties, filters, menu items and the layer palette.	Independent Lab Students will use their technical knowledge and/or tutorials to create a series of compositions. Guided exercises Unit projects Moodle forum discussions On-line tutorials
Composition Skills	2.Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms.	Students will not only achieve technical skills but also be encouraged to develop a personal style. Students will have the vocabulary to give and receive feedback on compositions,	Projects that allow students to create a series of explorations before creating a final product. Forum discussions of their work Post to common online gallery in order to be able to contrast and compare their work with their classmates

<p>Making Meaning</p>	<p>3.Students create a body of original art work.</p> <p>a.Demonstrate sophisticated use of media, tools, techniques, and processes.</p> <p>b.Demonstrate knowledge of visual art concepts.</p> <p>c.Communicate a variety of ideas, feelings, and meanings.</p>	<p>Students will examine the various ways that artists express meaning in there work.</p> <p>Understand the use of abstraction to express meaning.</p> <p>Understand and be able to use techniques from various styles and genres of art.</p> <p>Understand how to created works that communicates a specfic themes or statements.</p> <p>How to images in montages to that use the Elements and principles of design to shape meaning.</p>	<p>Use a window as surrealist metaphor.</p> <p>Using Sketchup students will create a formal window complete with molding, mullions and trim. Place it on fancy pedestal or in some way remove it from its ordinary context. Combine 2-D graphics in the background and window panes that add to the surrealism of the finished image.</p> <p>Quick writes based on those presentations.</p> <p>Narrative evaluations and self evaluations of student work via the Moodle forum and self assessments via rubrics</p> <p>Portfolio of student ‘s best work</p>
<p>Exhibition</p>	<p>4. Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.</p>	<p>Students will learn how to size and prepare their work for on-line presentations and print.</p> <p>Students will have a working knowledge of resolution and how it relates to print size and screen size</p> <p>Be able articulate criteria for selecting work for different types of exhibitions.</p>	<p>Moodle Light House Galleries and other online venues</p> <p>Openism experiment</p> <p>Student exhibitions at Portland Museum of Art</p> <p>In school displays: Creation of gallery and exhibition space in Virtual Maine for formal presentations.</p> <p>Use of Multi User simulated virtual environments to display mosaics and textures created for buildings</p>

MSAD #54 Visual Arts Curriculum

Content Area: Computer Art
 Unit: Problem Solving

Grade: Grade 12
 MLR Span: 9 - 12

MLR Content Standard: C: Creative Problem Solving
 Students approach artistic problem-solving using multiple solutions and the creative process.

*Assessment

	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Application of Creative Process	1. Students apply and analyze creative problem solving and creative-thinking skills to improve or vary their own work and/or the work of others.	<p>Students will be able to combined Photoshop tools and techniques in original ways to solve problems.</p> <p>They will be able to reflect and rework pieces that solve problems</p> <p>Be able to use Photoshop to enhance, remix and transform photographic images from a variety of sources</p>	<p>Class projects that ask student to use techniques learned previous projects and lessons in new ways.</p> <p>Collaborative projects and individual projects</p> <p>Creating Graphic novels, portraits, faux magazine layouts and covers.</p> <p>Using both 3-D Modeling software and Photoshop create a surrealistic composition that uses the stairs and the doorways as symbols and metaphors of personal growth.</p>

MSAD #54 Visual Arts Curriculum

MLR Content Standard: **D: Aesthetics and Criticism**
Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

*Assessment

	MLR Performance Indicators PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
Aesthetics and Criticism	<p>1. Students analyze and evaluate art forms.</p> <p>a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills and processes as referenced in <u>Standard A: Disciplinary Literacy.</u></p> <p>b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/non-print sources.</p> <p>c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.</p> <p>d. Research and explain how art and artists reflect and shape their time and culture.</p>	<p>Students will be able to evaluate and analyze art work in an age appropriate articulate manner</p> <p>They will have the vocabulary and the conceptual framework to talk about explain their own work and choices,</p> <p>Students will see art works and information from a variety of media and make connections to their own work and the work of others</p> <p>Students will develop an ability to critically evaluate an artwork</p> <p>They will be able to look at other people's artwork in a critical way,</p> <p>Use a variety of sources to research the relationship of cultural context to art and art movements</p>	<p>Literacy activities woven into each unit.</p> <p>Threaded online discussions, Instant message call and response quick writes and triple entry vocabulary</p> <p>Unit introductory and student presentations</p> <p>Portfolio evaluation assignments that require critical assessments, and self assessments</p> <p>Portfolio notes, presentations and /or reports.</p>

MSAD #54 Visual Arts Curriculum

Content Area: Computer Art
12
Unit: Connections

Grade: Grade

MLR Span: 9 - 12

MLR Content Standard: E: Visual and Performing Arts Connections

Students understand the relationship among the arts, history, and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

*Assessment

Connections	MLR Performance Indicators PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
The Arts and History and World Culture	1.Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.	Students will be introduced to the art other cultures and understand how they were used in various contexts. Students will be able to contrast and compare works of other cultures with there own	Quick writes, reports and classroom discussion of multi media presentation. Mandala Project Students will create an illustrated journal to gain an understanding of the use of mandalas in other cultures and historic eras. Inclusion of multiple examples art from various cultures in Unit presentations Projects that require students to work in tradition or style of another culture
The Arts and Other Disciplines	2.Students analyze skills and concepts that are similar across disciplines.	Students will be able recognize concepts that are also used in other art forms. Be able to integrate visual media with other art forms to create a muti- media presentation	Podcasts, music video, multi media presentations. After watching a New Your Times editorial that examine affect of extensive Photoshop retouching of just about everyone featured the media todays. Students write a reflection and response to the issues raised in the editorial.
Goal Setting	3.Students make short-term and long-term	Students will: be able to work collaboratively and individually	Openism gallery project

	goals related time management, interpersonal interactions, or skill development that will lead to success in the arts.	to create long and medium lengths projects	Portfolio Project Collaborative projects using a webquests on the Moodle.
Impact of the Arts on Lifestyle and Career	4. Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.	Students will: be become aware of the ever-increasing opportunities for digital art skills as vocations and sources of personal expression. Students will be able to transfer their skills and use their artwork to the various social networks that they are involved in both in school and out. Recognize the changing role of visual and media art as a form of self expression and communication	Making personal avatars for social networks. Connecting various project skills to new media vocations via quick writes and other presentations. Reading assignments from industry journals Virtual and real Museum tours Exposure to real world artists and events through presentations, podcasts and other media
Interpersonal Skills	5. Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. a. Getting along with others	Students will work in together in the classroom and its social networks to create a comfortable and safe environment. Demonstrate respect for individuals and the group	Clear classroom expectations Periodic reviews a appropriate conduct before an activity. Copyright worksheets and check off lists.

	<p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>	<p>Be able to work in collaborative setting</p> <p>Be able to contribute to group critiques and individual evaluations</p> <p>Understand the class expectations on behavior and responsibility</p> <p>Understand basic copyright issues including C</p> <p>Conduct themselves in both online and in the classroom in a way that contributes to the educational experience</p> <p>Understand the rules and reasons for online conduct and information's sharing,</p>	<p>Pre-task activities and discussions</p> <p>Asynchronous forum discussions about finished work.</p> <p>Class introduction handout and lecture with periodic reminders</p> <p>Mini unit on copyright issues that include Internet research and a test</p> <p>Moderated forum discussions,</p> <p>Class introduction handout and lecture with periodic reminders</p>
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