



Priority Standards

Subject Priority Standards

HS Visual Art – Advanced Darkroom Photography

Below is a table of the priority standards.

Creative Process	Priority Standard	Essential Skills
Creating	Cr1.1.IIa - Individually or collaboratively formulate new creative problems based on student's existing artwork.	<ul style="list-style-type: none"> • Use peer/teacher critique to inspire the reworking or next steps in a creative piece of artwork. • Continue to explore ideas learned in drawing 1 & 2, such as color theory, mark making, and composition in making a complete work of art. • Critical thinking and the ability to work independently will become an important part of this semester.
Creating	Cr1.2.IIa - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	<ul style="list-style-type: none"> • Student will explore alternative media and experimental techniques and then apply them to original works of photography.
Creating	Cr2.2.IIa - Demonstrate awareness of ethical implications of making and distributing creative work.	<ul style="list-style-type: none"> • Understand the use and maintenance of materials, tools and equipment. • Understand and practice copyright/trademark laws.
Creating	Cr3.1.IIa - 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.	<ul style="list-style-type: none"> • Engage in critique with peers. • Evaluate peer feedback before reworking a selected piece. • Refine works of photography through personal reflection.

Creative Process	Priority Standard	Essential Skills
Presenting	Pr6.1.IIa - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	<ul style="list-style-type: none"> • Identify historical images and artworks. • Discuss the relevance of works of photography or artistic movements to history. • Choose works of photography that speak to past and present cultural events. • Present personal point of view while creating unique works of art required to communicate ideas through writing artist statements.
Responding	Re8.1.IIa - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	<ul style="list-style-type: none"> • Know and understand the elements of art and principles of design and how to apply them in works of photography. • Engage in various methods of art criticism in order to read visual text. • Recognize works of art and artists from different periods.
Connecting	Cn10.1.IIa - Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.	<ul style="list-style-type: none"> • Brainstorm life application for continued art making. • Create multiple solutions for a presented problem • Express personal connections and meaning through art.
Connecting	Cn11.1.IIIa - 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.	<ul style="list-style-type: none"> • Create works of photography that help address social, cultural or historical events. • Discuss the impact images have on societies and cultures. • Compare and contrast different themes seen in works of photography from different historical times, cultures and or societies.