



Priority Standards

Subject Priority Standards

HS Visual Art – Advanced Digital 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 digital imagery. • 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 an original work of digital imagery. |
| 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 digital imagery 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 digital imagery or artistic movements to history. • Choose digital imagery that speaks to past and present cultural events. • Present personal point of view while creating unique works of art <ul style="list-style-type: none"> • 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 to digital imagery. • 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 digital imagery that helps address social, cultural or historical events. • Discuss the impact images have on societies and cultures. • Compare and contrast different themes seen in artworks from different historical times, cultures and or societies. |