



Digital Art Imaging 3 Honors (#0108390) 2015 - And Beyond (current)

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Aligned Standards

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. Clarifications: e.g., presentation software, video, sound, open-access collaborative web applications
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.8:	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. Clarifications: e.g., patronage, authority, iconography, gender, semiotics, deconstruction
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Clarifications: e.g., statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. Clarifications: e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.5:	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. Clarifications: e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. Clarifications: e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.

VA.912.S.3.4:	art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools. Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.1112.RST.2.4:	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 relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

VERSION DESCRIPTION

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art in print and web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

GENERAL NOTES

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Art - Visual Arts >
SubSubject: Digital Arts >
Abbreviated Title: DIGITAL ART IMG 3 H
Course Length: Year (Y)
Course Attributes:
• Honors
Course Level: 3

Course Number: 0108390

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Graduation Requirement: Performing/Fine Arts

Educator Certifications

[Art \(Elementary and Secondary Grades K-12\)](#)

There are more than 266 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [https://www.cpalms.org?title=2015%20-%20And%20Beyond%20\(current\)/Public/PreviewCourse/Preview/14108](https://www.cpalms.org?title=2015%20-%20And%20Beyond%20(current)/Public/PreviewCourse/Preview/14108)