

# 08\_Manipulation for Visual Communication

Content Area: **Art**  
Course(s):  
Time Period: **Semester**  
Length: **3 Weeks**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

### OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

**Objectives:** Digital art can portray different views, opinions, and interpretations.

**Essential Questions:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances a media artist's work.

### CONTENT AREA STANDARDS

MA.9-12.1.2.12acc.Cn11b	Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.
MA.9-12.1.2.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.  Relate

### RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

TECH.9.4.12.CT	Critical Thinking and Problem-solving
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Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- Art can be created that has "real life" applications.
- Understanding connections to varied contexts and daily life enhances a media artist's work.

### **Procedural Knowledge**

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Students will be able to:

- Combine all learned tools and techniques to digitally communicate a visual message.
- Use art to help us understand the lives of people of different times, places, and cultures.
- Create art that can impact the views of a society.

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Teacher/Student Conferences
- Projects
- Presentations
- Modified Rubrics
- Portfolios

### **Formative Assessments**

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Teacher observation as the students work with the step-by-step instructions

Teacher observation as the students work independently

Teacher observation as the students work in groups

Teacher Feedback and Discussions

Student Journal

Practical Exercises

Independent Investigation Activities

### **Summative Assessments**

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Teacher Rubrics

Final Projects

Reflection Worksheet

Self Evaluation

Critiques

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Step-by-step demonstrations

Digital and written instructions

Video demonstrations

Visual examples

Supplied files for the students to practice with

Individual and group help as needed

### **INTERDISCIPLINARY CONNECTIONS**

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Gain skills to collaborate with individuals with diverse experience that can aid in the problem solving process, particularly for global issues where diverse solutions are needed.

### **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.