

# 07\_Digital and Fine Art

Content Area: **Art**  
Course(s):  
Time Period: **Semester**  
Length: **2 Weeks**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

### OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

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

**Essential Questions:** How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?

**Enduring Understandings:** Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.

### CONTENT AREA STANDARDS

MA.9-12.1.2.12acc.Cn	Connecting
MA.9-12.1.2.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products. Synthesize
MA.9-12.1.2.12acc.Cn10b	Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.

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

WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
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### STUDENT LEARNING TARGETS

## **Declarative Knowledge**

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Students will understand that:

- Individual artwork can convey a personal message with aesthetic value.
- Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.

## **Procedural Knowledge**

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Students will be able to:

- Convey a personal message through fine art. Value and judge media artworks.
- Know when and how should we evaluate and critique media artworks to improve them.
- Distinguish the difference from a personal preference and an evaluation.

## **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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Use transferable skills to choose and design alternative career plans based on those skills.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

